

**GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM)**

(Deemed to be University)

VISAKHAPATNAM \* HYDERABAD \* BENGALURU

Accredited by NAAC with A++ Grade

**GITAM School of Technology**



**CURRICULUM AND SYLLABUS**

**4 Year Undergraduate Programme**

**UCSEN01: B. Tech. Computer Science and Engineering**

w.e.f. 2023-24 admitted batch

(Updated on July 2025)

# **Academic Regulations**

Applicable for the Undergraduate Programmes in the Schools of Business, Humanities  
& Social Sciences, Science, Technology

<https://www.gitam.edu/academic-regulations>



### **Vision**

To become a global leader in higher education.

### **Mission**

To impart futuristic and comprehensive education of global standards with a high sense of discipline and social relevance in a serene and invigorating environment.

### **Quality Policy**

To achieve global standards and excellence in teaching, research, and consultancy by creating an environment in which the faculty and students share a passion for creating, sharing and applying knowledge to continuously improve the quality of education.

## **UCSEN01: B.Tech. Computer Science and Engineering**

### **VISION AND MISSION OF THE SCHOOL**

#### **VISION**

To become a global leader in holistic engineering education and research

#### **MISSION**

1. To impart a strong academic foundation and practical education through a flexible curriculum, state-of-the-art infrastructure, and best learning resources
2. To actively pursue academic and collaborative research with industries and research institutions, both in India and abroad
3. To build a congenial and innovative eco system by enabling the latest technologies, thus helping the students, to solve the challenges of societal importance
4. To provide our students with the appropriate leadership, management, communication skills and professional ethics for career success and to continuously impact the global lives

**UCSEN01: B.Tech. Computer Science and Engineering****(w.e.f. academic year 2023-24 admitted batch)****Programme Educational Objectives (PEOs)**

- PEO 1      The graduates will demonstrate competence in Computer Science and Engineering to become successful engineering professionals
- PEO 2      The graduates will exhibit commitment to developing sustainable solutions that satisfy the current societal needs
- PEO 3      The graduates will adapt to and aid in technological advances by life-long learning and innovation

**Mapping of the Mission of the School with the PEOs**

|           | <b>PEO1</b> | <b>PEO2</b> | <b>PEO3</b> |
|-----------|-------------|-------------|-------------|
| <b>M1</b> | H           | M           | L           |
| <b>M2</b> | H           | M           | H           |
| <b>M3</b> | M           | L           | M           |
| <b>M4</b> | H           | M           | M           |

H – High, M – Medium, L – Low

## Programme Outcomes (POs) and Programme Specific Outcomes (PSOs):

At the end of the Programme the students would be able to:

- PO1 Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
- PO2 Problem analysis: Identify, formulate, research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
- PO3 Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- PO4 Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- PO5 Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.
- PO6 The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
- PO7 Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
- PO8 Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
- PO9 Individual and teamwork: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
- PO10 Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
- PO11 Project management and finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these

to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

PO12 Life-long learning: Recognize the need for and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

PSO1 Apply algorithmic thinking and utilize programming languages such as C, Python and Java to develop and maintain efficient and robust computing systems.

PSO2 Design and develop computer-based applications of varying complexities using emerging topics of Computer Science and Engineering such as cloud computing, artificial intelligence, data processing etc.

PSO3 Possess the subject knowledge and scientific temper necessary to pursue successful careers in Computer Science and Engineering with ethical responsibility towards societal needs.

# **Curriculum Structure**

## *(Flexible Credit System)*



| UNIVERSITY CORE (UC)                                                                         |       |                                                                   |   |   |   |   |   |    |
|----------------------------------------------------------------------------------------------|-------|-------------------------------------------------------------------|---|---|---|---|---|----|
| Course code                                                                                  | Level | Course title                                                      | L | T | P | S | J | C  |
| CSEN1001                                                                                     | 1     | IT Productivity Tools^                                            | 0 | 0 | 2 | 0 | 0 | 1* |
| CLAD1001                                                                                     | 1     | Emotional Intelligence & Reasoning Skills (Soft Skills 1)         | 0 | 0 | 2 | 0 | 0 | 1  |
| CLAD1011                                                                                     | 1     | Leadership Skills & Quantitative Aptitude (Soft Skills 2)         | 0 | 0 | 2 | 0 | 0 | 1  |
| CLAD1021                                                                                     | 1     | Verbal Ability & Quantitative Ability (Soft Skills 3)             | 0 | 0 | 2 | 0 | 0 | 1  |
| CLAD1031                                                                                     | 1     | Practicing Verbal Ability & Quantitative Aptitude (Soft Skills 4) | 0 | 0 | 2 | 0 | 0 | 1  |
| CLAD20XX                                                                                     | 2     | Soft skills 5A/5B/5C                                              | 0 | 0 | 2 | 0 | 0 | 1  |
| CLAD20XX                                                                                     | 2     | Soft skills 6A/6B/6C                                              | 0 | 0 | 2 | 0 | 0 | 1  |
| DOSP10XX                                                                                     | 1     | Sports 1#                                                         | 0 | 0 | 0 | 2 | 0 | 2* |
| DOSL10XX                                                                                     | 1     | Club Activity#                                                    | 0 | 0 | 0 | 2 | 0 | 2* |
| DOSL10XX                                                                                     | 1     | Community Service#                                                | 0 | 0 | 0 | 0 | 2 | 2* |
| ENVS1001                                                                                     | 1     | Environmental Studies^                                            | 3 | 0 | 0 | 0 | 0 | 3* |
| FINA3001                                                                                     | 3     | Personal Financial Planning#                                      | 0 | 0 | 2 | 0 | 0 | 1* |
| LANG1012                                                                                     | 1     | Communication Skills in English – Intermediate                    | 0 | 0 | 4 | 0 | 0 | 2  |
| LANG1022                                                                                     | 1     | Communication Skills in English – Advanced                        | 0 | 0 | 4 | 0 | 0 | 2  |
| MFST1001                                                                                     | 1     | Health and Wellbeing#                                             | 0 | 0 | 2 | 0 | 0 | 1* |
| POLS1001                                                                                     | 1     | Indian Constitution and History                                   | 2 | 0 | 0 | 0 | 0 | 2* |
| PHPY1001                                                                                     | 1     | Gandhi for the 21st Century                                       | 2 | 0 | 0 | 0 | 0 | 2* |
| VEDC1001                                                                                     | 1     | Venture Development                                               | 0 | 0 | 0 | 2 | 0 | 2  |
| * Pass/Fail courses<br># Opt any two courses among the five<br>^ Online/Swayam/NPTEL Courses |       |                                                                   |   |   |   |   |   |    |

| Soft skills courses 5 and 6 |       |                                                                 |   |   |   |   |   |   |
|-----------------------------|-------|-----------------------------------------------------------------|---|---|---|---|---|---|
| Course code                 | Level | Course title                                                    | L | T | P | S | J | C |
| CLAD2001                    | 2     | Preparation for Campus Placement-1 (Soft skills 5A)             | 0 | 0 | 2 | 0 | 0 | 1 |
| CLAD2011                    | 2     | Preparation for Higher Education (GRE/ GMAT)-1 (Soft skills 5B) | 0 | 0 | 2 | 0 | 0 | 1 |
| CLAD2021                    | 2     | Preparation for CAT/ MAT – 1 (Soft skills 5C)                   | 0 | 0 | 2 | 0 | 0 | 1 |
| CLAD2031                    | 2     | Preparation for Campus Placement-2 (Soft skills 6A)             | 0 | 0 | 2 | 0 | 0 | 1 |
| CLAD2041                    | 2     | Preparation for Higher Education (GRE/ GMAT)-2 (Soft skills 6B) | 0 | 0 | 2 | 0 | 0 | 1 |
| CLAD2051                    | 2     | Preparation for CAT/ MAT – 2 (Soft skills 6C)                   | 0 | 0 | 2 | 0 | 0 | 1 |

| Sports Courses |       |              |   |   |   |   |   |   |
|----------------|-------|--------------|---|---|---|---|---|---|
| Course code    | Level | Course title | L | T | P | S | J | C |
| DOSP1001       | 1     | Badminton    | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1011       | 1     | Chess        | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1021       | 1     | Carrom       | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1031       | 1     | Football     | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1041       | 1     | Volleyball   | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1051       | 1     | Kabaddi      | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1061       | 1     | Kho Kho      | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1071       | 1     | Table Tennis | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1081       | 1     | Handball     | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1091       | 1     | Basketball   | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1101       | 1     | Tennis       | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSP1111       | 1     | Throwball    | 0 | 0 | 0 | 2 | 0 | 2 |

| Club Activity Courses |       |                                    |   |   |   |   |   |   |
|-----------------------|-------|------------------------------------|---|---|---|---|---|---|
| Course code           | Level | Course title                       | L | T | P | S | J | C |
| DOSL1001              | 1     | Club Activity (Participant)        | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSL1011              | 1     | Club Activity (Member of the Club) | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSL1021              | 1     | Club Activity (Leader of the Club) | 0 | 0 | 0 | 2 | 0 | 2 |
| DOSL1031              | 1     | Club Activity (Competitor)         | 0 | 0 | 0 | 2 | 0 | 2 |
|                       |       |                                    |   |   |   |   |   |   |

| Community Service courses |       |                                |   |   |   |   |   |   |
|---------------------------|-------|--------------------------------|---|---|---|---|---|---|
| Course code               | Level | Course title                   | L | T | P | S | J | C |
| DOSL1041                  | 1     | Community Services – Volunteer | 0 | 0 | 0 | 0 | 2 | 2 |
| DOSL1051                  | 1     | Community Services – Mobilizer | 0 | 0 | 0 | 0 | 2 | 2 |

| FACULTY CORE (FC) |       |                                                  |   |   |   |   |   |   |
|-------------------|-------|--------------------------------------------------|---|---|---|---|---|---|
| Course code       | Level | Course title                                     | L | T | P | S | J | C |
| CHEM1001          | 1     | Chemistry                                        | 2 | 1 | 2 | 0 | 0 | 4 |
| CSEN1011          | 1     | Problem Solving and Programming with C           | 0 | 0 | 6 | 0 | 0 | 3 |
| CSEN1021          | 1     | Programming with Python                          | 0 | 0 | 6 | 0 | 0 | 3 |
| CSEN1031          | 1     | Artificial Intelligence Applications             | 0 | 0 | 2 | 0 | 0 | 1 |
| EECE1001          | 1     | Basic Electrical and Electronics Engineering     | 2 | 1 | 2 | 0 | 0 | 4 |
| HSMCH102          | 1     | Universal Human Values*                          | 3 | 0 | 0 | 0 | 0 | 3 |
| INTN2333          | 2     | Internship 1*                                    | 0 | 0 | 0 | 0 | 1 | 1 |
| INTN3444          | 3     | Internship 2                                     | 0 | 0 | 0 | 0 | 1 | 3 |
| MATHXXXX          | X     | Mathematics Basket 1                             | 2 | 0 | 0 | 0 | 0 | 2 |
| MATHXXXX          | X     | Mathematics Basket 2                             | 2 | 0 | 0 | 0 | 0 | 2 |
| MATHXXXX          | X     | Mathematics Basket 3                             | 2 | 0 | 0 | 0 | 0 | 2 |
| MATHXXXX          | X     | Mathematics Basket 4                             | 2 | 0 | 0 | 0 | 0 | 2 |
| MATHXXXX          | X     | Mathematics Basket 5                             | 2 | 0 | 0 | 0 | 0 | 2 |
| MATHXXXX          | X     | Mathematics Basket 6                             | 2 | 0 | 0 | 0 | 0 | 2 |
| MATH2361          | 2     | Probability and Statistics                       | 3 | 0 | 0 | 0 | 0 | 3 |
| MECH1011          | 1     | Engineering Visualization and ProductRealization | 0 | 0 | 4 | 0 | 0 | 2 |
| MECH1021          | 1     | Workshop                                         | 0 | 0 | 2 | 0 | 0 | 2 |
| MECH1001          | 1     | Design Thinking                                  | 0 | 0 | 2 | 0 | 0 | 1 |
| PHYS1001          | 1     | Physics                                          | 2 | 1 | 2 | 0 | 0 | 4 |
| PHYSXXXX          | 1     | Physics Basket                                   | 3 | 1 | 0 | 0 | 0 | 4 |
| PROJ2999          | 2     | Capstone Project – Introduction                  | 0 | 0 | 0 | 0 | 2 | 2 |
| PROJ3999          | 3     | Capstone Project – Final                         | 0 | 0 | 0 | 0 | 6 | 6 |
| PROJ2888          | 2     | Project Exhibition 1*                            | 0 | 0 | 0 | 0 | 1 | 1 |
| PROJ3888          | 3     | Project Exhibition 2*                            | 0 | 0 | 0 | 0 | 1 | 1 |
| VIVA3555          | 3     | Comprehensive Examination*                       | 1 | 0 | 0 | 0 | 0 | 1 |
| XXXXXXXX          | X     | Management Basket                                | 3 | 0 | 0 | 0 | 0 | 3 |
| BTEN1001          | 1     | Introduction to Biotechnology-I                  | 2 | 0 | 0 | 0 | 0 | 2 |
| BTEN1021          | 1     | Introduction to Biotechnology-II                 | 2 | 0 | 0 | 0 | 0 | 2 |

\*Pass/Fail mandatory courses

| <b>Mathematics Basket</b> |              |                                         |          |          |          |          |          |          |
|---------------------------|--------------|-----------------------------------------|----------|----------|----------|----------|----------|----------|
| <b>Course code</b>        | <b>Level</b> | <b>Course title</b>                     | <b>L</b> | <b>T</b> | <b>P</b> | <b>S</b> | <b>J</b> | <b>C</b> |
| MATH1001                  | 1            | Single Variable Calculus                | 2        | 0        | 0        | 0        | 0        | 2        |
| MATH1011                  | 1            | Several Variable Calculus               | 2        | 0        | 0        | 0        | 0        | 2        |
| MATH2371                  | 2            | Difference Equations                    | 2        | 0        | 0        | 0        | 0        | 2        |
| MATH1031                  | 1            | Differential Equations                  | 2        | 0        | 0        | 0        | 0        | 2        |
| MATH2281                  | 2            | Numerical techniques                    | 2        | 0        | 0        | 0        | 0        | 2        |
| MATH1021                  | 1            | Transform Techniques                    | 2        | 0        | 0        | 0        | 0        | 2        |
| MATH2381                  | 2            | Operations Research                     | 2        | 0        | 0        | 0        | 0        | 2        |
| MATH2301                  | 2            | Complex Variables                       | 2        | 0        | 0        | 0        | 0        | 2        |
| MATH1041                  | 1            | Discrete Mathematics                    | 2        | 0        | 0        | 0        | 0        | 2        |
| MATH1051                  | 1            | Graph Theory                            | 2        | 0        | 0        | 0        | 0        | 2        |
| MATH2311                  | 2            | Number Theory                           | 2        | 0        | 0        | 0        | 0        | 2        |
| MATH2291                  | 2            | Linear Algebra                          | 2        | 0        | 0        | 0        | 0        | 2        |
| MATH2341                  | 2            | Probability Theory and Random Variables | 2        | 0        | 0        | 0        | 0        | 2        |
| MATH2321                  | 2            | Random Processes                        | 2        | 0        | 0        | 0        | 0        | 2        |
| MATH2351                  | 2            | Optimization Methods                    | 2        | 0        | 0        | 0        | 0        | 2        |
| MATH2331                  | 2            | Computational Methods                   | 2        | 0        | 0        | 0        | 0        | 2        |
| MATH1061                  | 1            | Introduction to Mathematics – I         | 2        | 0        | 0        | 0        | 0        | 2        |
| MATH1071                  | 1            | Introduction to Mathematics – II        | 2        | 0        | 0        | 0        | 0        | 2        |
| MATH2361                  | 2            | Probability and Statistics              | 3        | 0        | 0        | 0        | 0        | 3        |
| <b>Physics Basket</b>     |              |                                         |          |          |          |          |          |          |
| <b>Course code</b>        | <b>Level</b> | <b>Course title</b>                     | <b>L</b> | <b>T</b> | <b>P</b> | <b>S</b> | <b>J</b> | <b>C</b> |
| PHYS1001                  | 1            | Physics                                 | 2        | 1        | 2        | 0        | 0        | 4        |
| PHYS1011                  | 1            | Mechanics and Properties of Matter      | 3        | 1        | 0        | 0        | 0        | 4        |
| PHYS1021                  | 1            | Principles of Quantum Mechanics         | 3        | 1        | 0        | 0        | 0        | 4        |
| PHYS1031                  | 1            | Physics of Semi Conducting devices      | 3        | 1        | 0        | 0        | 0        | 4        |
| PHYS1041                  | 1            | Mechanics and Modern Physics            | 3        | 1        | 0        | 0        | 0        | 4        |
| <b>Management Basket</b>  |              |                                         |          |          |          |          |          |          |
| <b>Course code</b>        | <b>Level</b> | <b>Course title</b>                     | <b>L</b> | <b>T</b> | <b>P</b> | <b>S</b> | <b>J</b> | <b>C</b> |
| FINA1031                  | 1            | Principles and Practice of Banking      | 3        | 0        | 0        | 0        | 0        | 3        |
| HRMG1021                  | 1            | Human Resource Management               | 3        | 0        | 0        | 0        | 0        | 3        |
| MKTG3011                  | 3            | Sales and Distribution Management       | 3        | 0        | 0        | 0        | 0        | 3        |
| MKTG1001                  | 1            | Marketing Management                    | 3        | 0        | 0        | 0        | 0        | 3        |
| OPTS2001                  | 2            | Production and Operations Management    | 3        | 0        | 0        | 0        | 0        | 3        |
| HRMG2001                  | 2            | Organizational Behavior                 | 3        | 0        | 0        | 0        | 0        | 3        |
| HRMG1001                  | 1            | Principles and Practice of Management   | 3        | 0        | 0        | 0        | 0        | 3        |

| <b>Programme Core (PC)</b> |              |                                                                     |          |          |          |          |          |          |
|----------------------------|--------------|---------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|
| <b>Course code</b>         | <b>Level</b> | <b>Course Title</b>                                                 | <b>L</b> | <b>T</b> | <b>P</b> | <b>S</b> | <b>J</b> | <b>C</b> |
| CSEN1041                   | 1            | <a href="#">Computer Engineering Workshop</a>                       | 0        | 0        | 2        | 0        | 0        | 1        |
| CSEN1051                   | 1            | <a href="#">Digital Logic Circuits</a>                              | 2        | 1        | 0        | 0        | 0        | 3        |
| CSEN1071                   | 1            | <a href="#">Data Communications</a>                                 | 2        | 0        | 0        | 0        | 0        | 2        |
| CSEN1101                   | 1            | <a href="#">Operating Systems</a>                                   | 3        | 0        | 2        | 0        | 0        | 4        |
| CSEN1111                   | 1            | <a href="#">Object Oriented Programming with Java</a>               | 0        | 0        | 4        | 0        | 0        | 2        |
| CSEN1131                   | 1            | <a href="#">Software Engineering</a>                                | 3        | 0        | 2        | 0        | 0        | 4        |
| CSEN2001                   | 2            | <a href="#">Data Structures</a>                                     | 3        | 0        | 2        | 0        | 0        | 4        |
| CSEN2011                   | 2            | <a href="#">Computer Organization and Architecture</a>              | 2        | 1        | 0        | 0        | 0        | 3        |
| CSEN2021                   | 2            | <a href="#">Computer Networks</a>                                   | 3        | 0        | 2        | 0        | 0        | 4        |
| CSEN2031                   | 2            | <a href="#">Artificial Intelligence</a>                             | 3        | 0        | 2        | 0        | 0        | 4        |
| CSEN2041                   | 2            | <a href="#">Formal Languages and Automata Theory</a>                | 3        | 0        | 0        | 0        | 0        | 3        |
| CSEN2061                   | 2            | <a href="#">Database Management Systems</a>                         | 3        | 0        | 2        | 0        | 0        | 4        |
| CSEN2071                   | 2            | <a href="#">Cryptography and Network Security</a>                   | 3        | 0        | 0        | 0        | 0        | 3        |
| CSEN3001                   | 3            | <a href="#">Design and Analysis of Algorithms</a>                   | 3        | 0        | 0        | 0        | 0        | 3        |
| CSEN3032                   | 3            | <a href="#">Compiler Design</a>                                     | 3        | 0        | 2        | 0        | 0        | 4        |
| CSEN3071                   | 3            | <a href="#">Web Application Development and Software Frameworks</a> | 3        | 0        | 2        | 0        | 0        | 4        |

| <b>Programme Elective (PE)</b> |              |                                                                       |          |          |          |          |          |          |
|--------------------------------|--------------|-----------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|
| <b>Course code</b>             | <b>Level</b> | <b>Course Title</b>                                                   | <b>L</b> | <b>T</b> | <b>P</b> | <b>S</b> | <b>J</b> | <b>C</b> |
| CSEN1141                       | 1            | <a href="#">Fundamentals Of Data Science</a>                          | 2        | 0        | 0        | 0        | 0        | 2        |
| CSEN1151                       | 1            | <a href="#">Fundamentals of E-Commerce</a>                            | 3        | 0        | 0        | 0        | 0        | 3        |
| CSEN2051                       | 2            | <a href="#">Sensor Technology and Instrumentation</a>                 | 3        | 0        | 0        | 0        | 0        | 3        |
| CSEN2081                       | 2            | <a href="#">Data Visualization and exploration with R</a>             | 3        | 0        | 2        | 0        | 0        | 4        |
| CSEN2092                       | 2            | <a href="#">OOSE based Application Development</a>                    | 3        | 0        | 2        | 0        | 0        | 4        |
| CSEN2101                       | 2            | <a href="#">Internet of Things</a>                                    | 2        | 0        | 2        | 0        | 0        | 3        |
| CSEN2111                       | 2            | <a href="#">Agile Software Development</a>                            | 3        | 0        | 0        | 0        | 0        | 3        |
| CSEN2121                       | 2            | <a href="#">Cloud Computing</a>                                       | 3        | 0        | 0        | 0        | 0        | 3        |
| CSEN2131                       | 2            | <a href="#">Computer Graphics</a>                                     | 3        | 0        | 0        | 0        | 0        | 3        |
| CSEN2141                       | 2            | <a href="#">Data Analytics: Descriptive, Predictive, Prescriptive</a> | 3        | 0        | 0        | 0        | 0        | 3        |
| CSEN2151                       | 2            | <a href="#">E-Commerce</a>                                            | 3        | 0        | 0        | 0        | 0        | 3        |
| CSEN2161                       | 2            | <a href="#">Introduction to Data Science</a>                          | 2        | 1        | 0        | 0        | 0        | 3        |

|          |   |                                                                          |   |   |   |   |   |   |
|----------|---|--------------------------------------------------------------------------|---|---|---|---|---|---|
| CSEN2171 | 2 | <a href="#">IoT Hardware</a>                                             | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN2181 | 2 | <a href="#">Programming Mobile Applications</a>                          | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN2191 | 2 | <a href="#">Introduction to Competitive Programming</a>                  | 1 | 0 | 4 | 0 | 0 | 3 |
| CSEN3011 | 3 | <a href="#">Artificial Neural Networks</a>                               | 3 | 0 | 2 | 0 | 0 | 4 |
| CSEN3021 | 3 | <a href="#">Microcontrollers and Applications</a>                        | 3 | 0 | 2 | 0 | 0 | 4 |
| CSEN3041 | 3 | <a href="#">Ethical Hacking</a>                                          | 3 | 0 | 2 | 0 | 0 | 4 |
| CSEN3051 | 3 | <a href="#">Wireless Sensor Networks</a>                                 | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN3083 | 3 | <a href="#">Deep Learning – Theory and Practice</a>                      | 3 | 0 | 2 | 0 | 0 | 4 |
| CSEN3091 | 3 | <a href="#">Digital Forensics</a>                                        | 3 | 0 | 2 | 0 | 0 | 4 |
| CSEN3101 | 3 | <a href="#">Big Data Analytics</a>                                       | 2 | 1 | 0 | 0 | 0 | 3 |
| CSEN3121 | 3 | <a href="#">Adhoc and Sensor Networks</a>                                | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN3131 | 3 | <a href="#">Advanced Computer Architecture</a>                           | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN3141 | 3 | <a href="#">Advanced Computer Networks</a>                               | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN3152 | 3 | <a href="#">Advanced Data Structures</a>                                 | 2 | 1 | 0 | 0 | 0 | 3 |
| CSEN3161 | 3 | <a href="#">Advanced Operating Systems</a>                               | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN3171 | 3 | <a href="#">Advances in Internet of Things</a>                           | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN3181 | 3 | <a href="#">Android Security Internals</a>                               | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN3191 | 3 | <a href="#">Cyber Security</a>                                           | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN3201 | 3 | <a href="#">Data Warehousing and Mining</a>                              | 2 | 1 | 0 | 0 | 0 | 3 |
| CSEN3211 | 3 | <a href="#">Design Patterns</a>                                          | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN3221 | 3 | <a href="#">Distributed Systems</a>                                      | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN3231 | 3 | <a href="#">Image Processing</a>                                         | 2 | 1 | 0 | 0 | 0 | 3 |
| CSEN3241 | 3 | <a href="#">Information Retrieval Systems</a>                            | 2 | 1 | 0 | 0 | 0 | 3 |
| CSEN3251 | 3 | <a href="#">Introduction to Pattern Recognition and Machine Learning</a> | 2 | 1 | 0 | 0 | 0 | 3 |
| CSEN3261 | 3 | <a href="#">Machine Learning and its Applications</a>                    | 3 | 0 | 2 | 0 | 0 | 4 |
| CSEN3272 | 3 | <a href="#">Introduction to Parallel Programming</a>                     | 3 | 0 | 2 | 0 | 0 | 4 |
| CSEN3281 | 3 | <a href="#">Secure Software Engineering</a>                              | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN3291 | 3 | <a href="#">Software Metrics</a>                                         | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN3301 | 3 | <a href="#">Software Requirements Management</a>                         | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN3311 | 3 | <a href="#">Software Testing Methodologies</a>                           | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN3321 | 3 | <a href="#">Threat Intelligence</a>                                      | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN3331 | 3 | <a href="#">Machine Learning Techniques and Applications</a>             | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN3341 | 3 | <a href="#">Programming Languages</a>                                    | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN3351 | 3 | <a href="#">Building a Modern Computer from First Principles</a>         | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN4001 | 4 | <a href="#">IoT Architectures and Protocols</a>                          | 3 | 0 | 2 | 0 | 0 | 4 |

|            |   |                                                                |   |   |   |   |   |   |
|------------|---|----------------------------------------------------------------|---|---|---|---|---|---|
| CSEN4011   | 4 | <a href="#">Cloud Based IoT</a>                                | 3 | 0 | 2 | 0 | 0 | 4 |
| CSEN4021   | 4 | <a href="#">Augmented Reality-Virtual Reality-Basic</a>        | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN4031   | 4 | <a href="#">Block Chain Technology</a>                         | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN4041   | 4 | <a href="#">Cloud Security</a>                                 | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN4051   | 4 | <a href="#">Edge Computing</a>                                 | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN4071   | 4 | <a href="#">Fundamentals of IOS security</a>                   | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN4081   | 4 | <a href="#">Game Programming</a>                               | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN4091   | 4 | <a href="#">Human Computer Interaction</a>                     | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN4101   | 4 | <a href="#">Information Security</a>                           | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN4111   | 4 | <a href="#">Intrusion Detection and Prevention Systems</a>     | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN4121   | 4 | <a href="#">IoT for Industries</a>                             | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN4131   | 4 | <a href="#">IoT Security</a>                                   | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN4141   | 4 | <a href="#">Natural Language Processing</a>                    | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN4151   | 4 | <a href="#">Operating System Security</a>                      | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN4161   | 4 | <a href="#">Security for Cyber Physical systems</a>            | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN4171   | 4 | <a href="#">Social Network Analysis</a>                        | 2 | 1 | 0 | 0 | 0 | 3 |
| CSEN4181   | 4 | <a href="#">Software Defined Networks</a>                      | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN4191   | 4 | <a href="#">Web Application Security</a>                       | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN4201   | 4 | <a href="#">Augmented Reality-Virtual Reality-Intermediate</a> | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN4211   | 4 | <a href="#">Introduction to Quantum Computing</a>              | 3 | 0 | 0 | 0 | 0 | 3 |
| CSEN4221   | 4 | <a href="#">Real Time Systems</a>                              | 3 | 0 | 2 | 0 | 0 | 4 |
| 24CSEN4061 | 4 | <a href="#">Graph Data Analytics</a>                           | 3 | 0 | 0 | 0 | 0 | 3 |
| 24CSEN4111 | 4 | <a href="#">Security Operations Management</a>                 | 3 | 0 | 0 | 0 | 1 | 4 |
| 19ECF446   | 4 | <a href="#">Cyber Law and IT Protection</a>                    | 2 | 1 | 0 | 0 | 0 | 3 |
|            |   |                                                                |   |   |   |   |   |   |

## PROGRAMME STRUCTURE

BTech Programme consists of courses which could be grouped under University Core (UC), Faculty Core (FC), Major/Programme Core (PC), Major/Programme Electives (PE) and Open Electives (OE) as the below breakup.

| Category                 | Credits    | % of Program (in credits) |
|--------------------------|------------|---------------------------|
| University Core (UC)     | 12         | 8%                        |
| Faculty Core (FC)        | 57         | 35%                       |
| Programme Core (PC)      | 52         | 33%                       |
| Programme Electives (PE) | 15         | 9%                        |
| Open Electives (OE)      | 24         | 15%                       |
| <b>Total</b>             | <b>160</b> |                           |

Courses offered under University Core are common to all undergraduate level programmes offered by GITAM. Courses offered under Faculty core are common to all BTech programmes offered by GITAM and are meant to acquaint the student with general engineering principles in all disciplines of engineering. Based on the chosen BTech Programme, the student shall complete courses under Programme Core (specific to be chosen branch of engineering).

Each course is assigned a certain number of credits depending upon the number of contact hours (lectures/tutorials/practical) per week. In general,

- **Theory:** A student attending classroom lecture/ tutorial/ skill development activity of 50 minutes' duration per week, spread over the entire semester is awarded one credit.
- **Practical:** A student attending a minimum of 100 minutes per week of laboratory session/ practical is awarded - one credit.
- **Project Work:** A student working for 50 minutes of project work per week with 3 hours of work performed independent of the instructor during the entire semester is awarded - one credit
- **Internship:** 8 hours in a day for four weeks is required for earning internship credits



# Syllabus

# University Core

| CSEN1001            | IT Productivity Tools                               | L | T | P | S | J | C  |
|---------------------|-----------------------------------------------------|---|---|---|---|---|----|
|                     |                                                     | 0 | 0 | 2 | 0 | 0 | 1* |
| Pre-requisite       | None                                                |   |   |   |   |   |    |
| Co-requisite        | None                                                |   |   |   |   |   |    |
| Preferable exposure | Familiarity with Computer system and its operation. |   |   |   |   |   |    |

**Course Description:**

*This course introduces all software tools that improve the productivity of a student in enhancing his learning experience with all the activities taken up as part of his coursework.*

**Course Educational Objectives:**

- To enable the learner, the skill in preparing technical documents of professional quality using docs, sheets and forms.
- To involve the student in designing and creating of websites and acquaint the student with the skill of processing audio, images, documents etc.
- To create awareness in analyzing data using pivot tables, query manager etc.
- To create awareness in composing emails, mail merge, e-mail merge etc.
- To provide the exposure to work with collaborative tools.

**List of Experiments:**

1. Create a typical document consisting of text, tables, pictures, multiple columns, with different page orientations.
2. Create a technical paper / technical report consisting of table of contents, table of figures, table of tables, bibliography, index, etc.
3. Compose and send customized mail / e-mail using mail-merge.
4. Create / modify a power point presentation with text, multimedia using templates with animation.
5. Create spreadsheet with basic calculations with relative reference, absolute reference, and mixed reference methods.
6. Simple report preparation using filtering tool / advanced filtering commands / pivot tables in spreadsheet application.
7. Analyse the results of an examination student wise, teacher wise, course wise, institute-wise.
8. Collecting and consolidating data using collaborative tools like google docs, sheets, forms.
9. Create charts / pictures using online tools like: [www.draw.io](http://www.draw.io) or smart draw
10. Create a website of his interest.

**Textbooks:**

1. Katherin Murray, 'Microsoft Office 365 Connect and collaborate virtually anywhere, anytime', Microsoft Press, ISBN: 978-0-7356-5694-9
2. EXCEL 2021 The Comprehensive Beginners to Advanced Users Guide to Master Microsoft Excel 2021. Learn the Essential Functions, New Features, Formulas, Tips and Tricks, and Many More
3. <https://drawio-app.com/tutorials/video-tutorials/>
4. Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and WebGraphics Fourth Edition ISBN-13: 978-1449319274

**References/Online Resources:**

1. <https://www.coursera.org/learn/introduction-to-computers-and-office-productivity-software>
2. <https://www.coursera.org/projects/analyze-data-pivot-tables-crosstabs-google-sheets>
3. <https://www.coursera.org/learn/excel-advanced#syllabus>
4. <https://www.coursera.org/learn/how-to-create-a-website>
5. <https://support.microsoft.com/en-us/office>
6. <https://www.diagrams.net/>
7. <https://edu.google.com/>

**Course Outcomes:**

1. Create / alter documents / Technical Paper / Project report with text, pictures, graphs of different styles.
2. Create / modify power point presentations with text, multimedia and to add animation using / creating templates.
3. Perform basic calculations / retrieve data / create pivot tables / chart using a spreadsheet application.
4. Create simple diagrams / charts using online tools like: [www.draw.io](http://www.draw.io) .
5. Manage documents, presentations, spreadsheets and websites in collaborative mode.

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PS12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     | 2   |     |     |     | 1   | 1    |      |      |      |      |      |
| CO2 |     |     |     |     | 2   |     |     |     | 1   | 1    |      |      |      |      |      |
| CO3 | 2   | 1   | 1   |     | 2   |     |     |     | 1   | 1    |      |      |      |      |      |
| CO4 |     |     |     |     | 2   |     |     |     | 1   | 1    |      |      |      |      |      |
| CO5 |     |     |     |     | 2   |     |     |     | 3   | 3    |      |      |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS : September 6, 2021****ACADEMIC COUNCIL: 21<sup>st</sup> AC(September 17, 2021****SDG No. & Statement: 4**

Quality Education

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

The students can perform simple document preparation to complex calculations in isolated mode and collaborative mode that are useful throughout their career.

| CLAD1001            | EMOTIONAL INTELLIGENCE & REASONING SKILLS (SOFT SKILLS 1) | L | T | P | S | J | C |
|---------------------|-----------------------------------------------------------|---|---|---|---|---|---|
|                     |                                                           | 0 | 0 | 2 | 0 | 0 | 1 |
| Pre-requisite       | None                                                      |   |   |   |   |   |   |
| Co-requisite        | None                                                      |   |   |   |   |   |   |
| Preferable exposure | None                                                      |   |   |   |   |   |   |

**Course Description:**

*Emotional intelligence is a set of skills that are thought to contribute to the appraisal of emotions in oneself and others. It can also help contribute to the effective regulation of emotions as well as feelings (Salovey & Mayer, 1990). In terms of emotional intelligence, self-awareness and self- management have to do with our ability to relate to ourselves. Social awareness and relationship management have to do with our ability to relate to others. Similarly, the ability to solve questions on Analytical Reasoning and Data Sufficiency is a critical area tested in almost all competitive examinations and admission tests. Upon completion, students should be able (1) to deal with their own emotions as well as the emotions of others and relate better with both. Using better knowledge of EI, students will also be able to set more meaningful goals for themselves, choose suitable time management techniques that work best for them and work in teams more effectively. (2) to apply different concepts, ideas, and methods to solve questions in reasoning and data sufficiency*

**Course Educational Objectives:**

- Use EI to relate more effectively to themselves, their colleagues and to others. Apply self-awareness and self-assessment (SWOT) to better understand and manage their own emotions. Apply social awareness to empathize with others and build stronger relationships with others.
- Set meaningful goals based on their strengths and weaknesses and apply time management techniques, such as Q4 organizing to put first things first.
- Manage conflicts and work in teams in an emotionally intelligent manner.
- Solve questions on non-verbal and analytical reasoning, data sufficiency and puzzles

**List of Activities & Tasks for Assessment:**

| Unit | Topics                                                                                                                                                                                                                         | Hours |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1    | Self-Awareness & Self-Regulation: Introduction to Emotional Intelligence, <i>Self-Awareness: Self-Motivation, Accurate Self-Assessment (SWOT Analysis), Self-Regulation: Self Control, Trustworthiness &amp; Adaptability</i>  | 3     |
| 2    | Importance, Practising Social Awareness, Building Relationships, Healthy and Unhealthy Relationships, Relationship Management Competencies- Influence, Empathy, Communication, Types of Conflicts, Causes, Conflict Management | 3     |

|   |                                                                                                                                                                                                      |   |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 3 | Social Media: Creating a blog, use of messaging applications, creating a website to showcase individual talent, creation of a LinkedIn Profile                                                       | 2 |
| 4 | Goal Setting & Time Management: Setting SMART Goals, Time Wasters, Prioritization, Urgent Vs Important, Q2 Organization                                                                              | 3 |
| 5 | Teamwork: Team Spirit, Difference Between Effective and Ineffective Teams, Characteristics of High Performance Teams, Team Bonding, Persuasion, Team Culture, Building Trust, Emotional Bank Account | 4 |
| 6 | Verbal Reasoning: Introduction, Coding-decoding, Blood relations, Ranking Directions, Group Reasoning                                                                                                | 6 |
| 7 | Analytical Reasoning: Cubes and Dices, Counting of Geometrical figures                                                                                                                               | 3 |
| 8 | Logical Deduction: Venn diagrams, Syllogisms, Data Sufficiency, Binary logic                                                                                                                         | 4 |
| 9 | Spatial Reasoning: Shapes, Paper Cutting/Folding, Mirror images, Water images and Rotation of figures                                                                                                | 2 |

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Students will be able to relate more effectively to themselves, their colleagues and to others
2. Students will be able to set their short term and long term goals and better manage their time
3. Students will be able to manage conflicts in an emotionally intelligent manner and work in teams effectively
4. Students will be able to solve questions based on non-verbal and analytical reasoning, data sufficiency and puzzle

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     |     | 3   | 3    |      | 2    |      |      |      |
| CO2 | 2   | 2   | 2   | 3   | 2   | 1   | 2   |     | 3   | 3    |      | 3    |      |      |      |
| CO3 | 2   |     | 2   | 3   |     |     |     |     | 3   | 2    | 2    | 2    |      |      |      |
| CO4 | 2   | 2   | 2   | 3   |     | 1   |     |     |     |      | 2    | 3    |      |      |      |
| CO5 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :17-09-2021****ACADEMIC COUNCIL:17-09-201****SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Emotional Intelligence and reasoning skills are essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.



| CLAD1011            | LEADERSHIP SKILLS & QUANTITATIVE<br>APTITUDE (SOFT SKILLS 2) | L | T | P | S | J | C |
|---------------------|--------------------------------------------------------------|---|---|---|---|---|---|
|                     |                                                              | 0 | 0 | 2 | 0 | 0 | 1 |
| Pre-requisite       | None                                                         |   |   |   |   |   |   |
| Co-requisite        | None                                                         |   |   |   |   |   |   |
| Preferable exposure | None                                                         |   |   |   |   |   |   |

**Course Description:**

*Communication Skills is having the ability to convey information to others so that messages are understood, and outcomes delivered. Some essential qualities of Communication Skills include understanding the needs of others, clearly communicating messages, adapting the communication style, and using a range of communication methods. Presentation Skills is having the ability to confidently deliver an engaging message to a group of people which achieves the objectives. Some essential qualities of Presentation Skills include a thorough preparation of content, structuring content logically, managing nerves, engaging your audience, delivering presentation objectives, positively influencing the audience, and responding to audience needs. Tackling questions based on numbers, arithmetic, data interpretation and puzzles requires the application of different rules and concepts of numerical computation, numerical estimation, and data estimation.*

**Course Educational Objectives:**

- Learn and apply, through different individual and group activities, different ideas, and skills to communicate in a positive and impressive manner.
- Apply the goal setting process (based on SWOT) and Q2 organizing for effective time management.
- Apply different concepts in numbers, numerical computation, and numerical estimation to solve questions that often appear in various competitive examinations and admission tests.
- Apply different concepts for tackling questions based on data interpretation, progression and series that are frequently given in various competitive examinations and admission tests.

**List of Activities & Tasks for Assessment:**

| Unit | Topics                                                                                                                                                                                                                                                          | Hours |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1    | Communication Skills: The Communication Process, Elements of Interpersonal Communication, Non-Verbal Communication: Body Language, Posture, Eye Contact, Smile, Tone of Voice, Barriers to Communication. Effective Listening Skills: Active Listening, Passive | 5     |

|   |                                                                                                                                                                                                                                                                                    |   |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|   | Listening, Asking Questions, Empathizing, Being Non-Judgmental, Being Open Minded, Mass Communication: Design of Posters, Advertisements, notices, writing formal and informal invitations                                                                                         |   |
| 2 | Focus on Audience Needs, focus on the Core Message, Use Body Language and Voice, Start Strongly, Organizing Ideas & Using Visual Aids: SPAM Model, Effective Opening and Closing Techniques, Guy Kawasaki's Rule (10-20-30 Rule), Overcoming Stage Fear, Story Telling             | 3 |
| 3 | Problem Solving & Decision Making: Difference Between the Two, Steps in Rational Approach to Problem Solving: Defining the Problem, Identifying the Root Causes, Generating Alternative Solutions, Evaluating and Selecting Solutions, Implementing and Following-Up, Case Studies | 3 |
| 4 | Group Discussion: Understanding GD, Evaluation Criteria, Nine Essential Qualities for Success, Positive and Negative Roles, Mind Mapping, structuring a Response, Methods of Generating Fresh Ideas                                                                                | 4 |
| 5 | Number Theory: Number System, Divisibility rules, Remainders and LCM & HCF                                                                                                                                                                                                         | 3 |
| 6 | Numerical Computation and Estimation - I: Chain Rule, Ratio Proportions, Partnerships & Averages, Percentages, Profit-Loss & Discounts, Mixtures, Problem on Numbers & ages                                                                                                        | 6 |
| 7 | Data Interpretation: Interpretation and analysis of data in Tables, Caselets, Line- graphs, Pie-graphs, Boxplots, Scatterplots and Data Sufficiency                                                                                                                                | 3 |
| 8 | Mental Ability: Series (Number, Letter and Alphanumeric), Analogy (Number, Letter and Alphanumeric) and Classifications                                                                                                                                                            | 3 |

### References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

### Course Outcomes:

1. Students will be able to communicate 'one-on-one' and 'one-on-many' confidently using both verbal and non-verbal messages and deliver impressive talks/ presentations to a group both with and without the use of PPTs and create posters, advertisements, etc.
2. Students will be able to apply the rational model of problem solving and decision making in their problem solving and decision-making efforts.

3. Students will be able to solve questions based on numbers and arithmetic given in various competitive examinations
4. Students will be able to solve questions based on data interpretation, progressions, and series.

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     |     | 2   |     |     | 2   | 3    |      | 2    |      |      |      |
| CO2 | 2   | 2   | 3   | 2   |     | 3   | 3   |     | 3   | 3    |      | 2    |      |      |      |
| CO3 | 2   | 2   | 2   | 2   |     | 2   |     |     |     |      |      | 3    |      |      |      |
| CO4 | 2   | 2   | 2   | 2   |     | 2   |     |     |     |      |      |      |      |      |      |
| CO5 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :17-09-2021****ACADEMIC COUNCIL:17-09-2021****SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Leadership and quantitative aptitude skills are essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

| CLAD1021            | VERBAL ABILITY & QUANTITATIVE<br>ABILITY<br>(SOFT SKILLS 3) | L | T | P | S | J | C |
|---------------------|-------------------------------------------------------------|---|---|---|---|---|---|
|                     |                                                             | 0 | 0 | 2 | 0 | 0 | 1 |
| Pre-requisite       | None                                                        |   |   |   |   |   |   |
| Co-requisite        | None                                                        |   |   |   |   |   |   |
| Preferable exposure | None                                                        |   |   |   |   |   |   |

**Course Description:**

*Vocabulary is an important part of verbal ability. An understanding of word formation, prefixes, suffixes, and roots is necessary to remember and use a vast repository of words. Approaching words through word families and other ways of groupings is an effective way of gaining mastery over vocabulary. Understanding and getting acquainted with the different rules and exceptions in the use of grammar and structure, especially from the relevant examination point of view, is crucial to cracking questions given in many competitive tests. Similarly, improving reading comprehension skills and test taking abilities in this area takes time and effort, especially given the fact that most students do not possess strong reading habits. In so far as quantitative aptitude is concerned, students need to develop a strong foundation on the basic mathematical concepts of numerical estimation, geometry, mensuration, data sufficiency, etc. to be able to crack different round 1 tests of major recruiters and admission tests of top Indian and foreign universities.*

**Course Educational Objectives:**

- List and discuss the different word formation methods, word denotation, connotation, collocation, etc. and introduce selected high frequency words, their antonyms, synonyms, etc.
- Apply different advanced reading skills to solve questions based on author's tone, main ideas and sub-ideas, inferences, Para jumbles, etc. that are frequently asked in various competitive exams and admission tests.
- Solve different types of questions based on vocabulary, such as word analogy; structure, grammar, and verbal reasoning; introduce common errors and their detection and correction.
- Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude. This includes questions on time and work, time and distance, pipes and cisterns, lines and angles, triangles, quadrilaterals, polygons and circles, 2- & 3-dimensional mensuration.

**List of Activities & Tasks for Assessment:**

1. **Vocabulary Builder:** Understanding Word Formation, Prefixes, Suffixes and Roots, Etymology, Word Denotation, Connotation and Collocation, Synonyms and Antonyms

2. **Reading Comprehension:** Advanced Reading Comprehension: Types of RC passages, Types of Text Structures, Types of RC Questions: Distinguishing Between Major Ideas and Sub Ideas, Identifying the Tone and Purpose of the Author, Reading Between the Lines and Beyond the Lines, Techniques for Answering Different Types of Questions
3. **Para Jumbles:** Coherence and Cohesion, Idea Organization Styles, Concept of Mandatory Pairs and Its Application: Transitional Words, Antecedent-Pronoun Reference, Article Reference, Cause and Effect, Chronological Order, General to Specify, Specify to General, Idea-Example, Idea-Explanation, Etc.
4. **Grammar Usage:** Rules Governing the Usage of Nouns, Pronouns, Adjectives, Adverbs, Conjunctions, Prepositions and Articles
5. **Numerical Computation and Estimation - II:** Time and Work, Pipes and Cisterns, Time and Distance, Problems on Trains, Boats and Streams, Races and Games of Skill, Simple Interest & Compound Interest
6. **Geometry:** Lines and Angles, Triangles, Quadrilaterals & Polygons, and Circles
7. **Mensuration:** 2-Dimensional Mensuration (Triangles, Quadrilaterals and Circles), 3-Dimensional Mensuration (Cubes, Cuboids, Cylinder, Cone, Sphere)

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. List and discuss word formation methods, selected high frequency words, their antonyms, synonyms, etc.
2. Analyze reading passages and quickly find out the correct responses to questions asked, including para jumbles, by using reading skills like skimming, scanning, reading between the lines, etc.
3. Solve different types of questions based on vocabulary, structure, grammar and verbal reasoning
4. Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     |     | 1   | 3    |      | 2    |      |      |      |
| CO2 |     |     |     | 2   |     | 2   |     |     |     | 2    |      | 3    |      |      |      |
| CO3 |     |     |     |     |     |     |     |     | 1   | 2    |      | 3    |      |      |      |
| CO4 | 2   | 2   | 3   |     |     | 2   |     |     |     |      |      | 1    |      |      |      |
| CO5 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :17-09-2021****ACADEMIC COUNCIL:17-09-2021****SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

English language and quantitative aptitude skills are essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

| CLAD1031            | PRACTICING VERBAL ABILITY & QUANTITATIVE APTITUDE (SOFT SKILLS 4) | L | T | P | S | J | C |
|---------------------|-------------------------------------------------------------------|---|---|---|---|---|---|
|                     |                                                                   | 0 | 0 | 2 | 0 | 0 | 1 |
| Pre-requisite       | None                                                              |   |   |   |   |   |   |
| Co-requisite        | None                                                              |   |   |   |   |   |   |
| Preferable exposure | None                                                              |   |   |   |   |   |   |

### Course Description:

*A sound knowledge of the rules of English grammar, structure and style and its application in detecting errors in writing are important areas of Verbal Ability frequently tested as a part of the written test in many competitive examinations and admission tests of major recruiters and universities respectively. This module focuses on all important areas of grammar and structure commonly asked in major tests, such as GMAT, CAT, XLRI, CRT, etc. Similarly, in the area of Quantitative Aptitude, different kinds of questions are asked from Combinatorics (Permutations & Combinations, Probability], Cryptarithmic & Modular Arithmetic (Cryptarithmic, Application of base system (7, 24), Clocks (Base 24), Calendars (Base 7), and Mental Ability (Number series, Letter series & Alpha numeric series, Analogies ( Numbers, letters), Classifications, Algebra (Exponents, Logarithms, Problems related to Equations, Special Equations, and Statistics) . This module focuses on all these areas by building on what the students already learnt in their earlier studies.*

### Course Educational Objectives:

- Apply the rules of grammar to solve questions in Error Detection, Sentence Correction and Sentence Improvement.
- Apply the rules of structure to solve questions in Error Detection, Sentence Correction and Sentence Improvement, Fill-in-blanks and Cloze Passages.
- Explain methods of solving problems in Combinatorics (Permutations & Combinations, Probability], Cryptarithmic & Modular Arithmetic (Cryptarithmic, Application of basesystem (7, 24), Clocks (Base 24), Calendars (Base 7))
- Explain how to solve questions in Mental Ability (Number series, Letter series & Alpha numeric series, Analogies, Numbers, letters, Classifications] and Algebra (Exponents, Logarithms, Problems related to Equations, Special Equations, Statistics)

### List of Activities & Tasks for Assessment:

1. Error Detection: Pronouns, Conjunctions, Prepositions and Articles
2. Error Detection: Tenses and their Uses
3. Sentence Correction: Subject-Verb Agreement, Antecedent-Pronoun Agreement, Conditional Clauses
4. Sentence Correction: Modifiers (Misplaced and Dangling) & Determiners, Parallelism & WordOrder, and Degrees of Comparison
5. Combinatorics: Permutations & Combinations, Probability

6. Crypt arithmetic & Modular Arithmetic: Crypt arithmetic, Application of Base System (7, 24), Clocks (Base 24), Calendars (Base 7)
7. Algebra: Exponents, Logarithms, Word-problems related to equations, Special Equations, Progressions, Statistics

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Identify and correct errors in English grammar and sentence construction
2. Identify and correct errors in Structure, Style and Composition
3. Solve problems in Combinatorics, Cryptarithmic, and Modular Arithmetic
4. Solve problems in Mental Ability and Algebra

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     |     | 1   | 3    |      | 1    |      |      |      |
| CO2 |     |     |     |     |     |     |     |     | 1   | 3    |      | 1    |      |      |      |
| CO3 |     | 2   | 3   | 2   |     | 2   |     |     |     |      |      | 2    |      |      |      |
| CO4 |     | 3   | 2   | 2   |     | 2   |     |     |     |      |      | 2    |      |      |      |
| CO5 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-2021**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

English language and quantitative aptitude skills are essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.



| CLAD2001            | PREPARATION FOR CAMPUS PLACEMENT<br>-1 (SOFT SKILLS 5A) | L | T | P | S | J | C |
|---------------------|---------------------------------------------------------|---|---|---|---|---|---|
|                     |                                                         | 0 | 0 | 2 | 0 | 0 | 1 |
| Pre-requisite       | None                                                    |   |   |   |   |   |   |
| Co-requisite        | None                                                    |   |   |   |   |   |   |
| Preferable exposure | None                                                    |   |   |   |   |   |   |

**Course Description:**

*The course addresses all relevant areas related to campus placements and readies them to ace their upcoming/ ongoing recruitment drives. Specifically, it focuses on students' career preparedness, interview skills, test preparedness, etc.*

**Course Educational Objectives:**

Prepare the students for their upcoming/ ongoing campus recruitment drives.

**List of Activities & Tasks for Assessment:**

1. Career Preparedness: Resume & Cover Letter Writing, Interview Skills: Elevator Pitch, Making the First Impression, Being Other-Oriented, Being Positive and Curious, communicating with Confidence and Poise, Frequently Asked Questions & How to Answer Them, Pitfalls to Avoid, Etc. Etiquette: Hygiene, Courtesy, Culture differences, Workplace, use of cell phone, Profanity, Slang, Protocol.
2. Verbal Ability: Practicing Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning.
3. Quantitative Aptitude: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems
4. Reasoning: Logical and Verbal Reasoning

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Write a power resume and covering letter
2. Answer interview questions with confidence and poise
3. Exhibit appropriate social mannerisms in interviews
4. Solve placement test questions on verbal ability, quantitative aptitude and reasoning

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     |     | 3   | 2    |      | 1    |      |      |      |
| CO2 |     |     |     |     |     | 3   |     |     | 2   |      |      | 1    |      |      |      |
| CO3 |     |     |     |     |     | 2   |     |     | 1   | 3    |      | 3    |      |      |      |
| CO4 |     | 3   |     | 2   |     | 2   |     |     | 1   |      |      | 3    |      |      |      |
| CO5 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :17-09-2021****ACADEMIC COUNCIL:17-09-2021****SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Quantitative aptitude, reasoning, verbal and language skills practiced during the preparation for campus placement tests provide essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

| CLAD2011            | PREPARATION FOR HIGHER EDUCATION (GRE/ GMAT)-1 (SOFT SKILLS 5B) | L | T | P | S | J | C |
|---------------------|-----------------------------------------------------------------|---|---|---|---|---|---|
|                     |                                                                 | 0 | 0 | 2 | 0 | 0 | 1 |
| Pre-requisite       | None                                                            |   |   |   |   |   |   |
| Co-requisite        | None                                                            |   |   |   |   |   |   |
| Preferable exposure | None                                                            |   |   |   |   |   |   |

**Course Description:**

*The course offers a special track for students who aspire to go abroad in pursuit of their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests and includes fully solved mock tests as well.*

**Course Educational Objectives:**

- Prepare the students to solve questions from all four broad areas of GRE/ GMAT
- Orient the students for GRE/ GMAT through mock tests

**List of Activities & Tasks for Assessment:**

1. Verbal Reasoning: Reading Comprehension, Sentence Equivalence, TextCompletion, Sentence Correction, Critical Reasoning
2. Quantitative Reasoning: Arithmetic, Algebra, Geometry, Data Analysis
3. Analytical Writing Assessment: Issue/ Argument
4. Integrated Reasoning

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and MeenakshiUpadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMSetc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Solve questions from all four broad areas of GRE/ GMAT
2. Practice answering several mock tests

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     | 2   | 2   | 2   |     |     |     |     | 3   |      |      | 3    |      |      |      |
| CO2 |     | 2   | 2   | 2   |     |     |     |     | 3   |      |      | 3    |      |      |      |
| CO3 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| CO4 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| CO5 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :17-09-2021**

**ACADEMIC COUNCIL:17-09-2021**

**SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Quantitative aptitude, reasoning, verbal and language skills practiced during the preparation for GRE/GMAT tests provide essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

| CLAD2021            | PREPARATION FOR CAT/ MAT – 1<br>(SOFT SKILLS 5C) | L | T | P | S | J | C |
|---------------------|--------------------------------------------------|---|---|---|---|---|---|
|                     |                                                  | 0 | 0 | 2 | 0 | 0 | 1 |
| Pre-requisite       | None                                             |   |   |   |   |   |   |
| Co-requisite        | None                                             |   |   |   |   |   |   |
| Preferable exposure | None                                             |   |   |   |   |   |   |

**Course Description:**

*The course offers a special track for UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests and includes fully solved mock tests as well.*

**Course Educational Objectives:**

- Prepare the students to solve questions from all four relevant areas of CAT/ XAT/MAT, etc.
- Orient the students for CAT/ XAT, etc. through mock tests

**List of Activities & Tasks for Assessment:**

1. Quantitative Ability: Arithmetic, Algebra, Geometry, Mensuration, Calculus, Trigonometry
2. Data Interpretation: Data Interpretation and Data Sufficiency
3. Logical Reasoning: Data Management, Deductions, Verbal Reasoning and Non-Verbal Reasoning
4. Verbal Ability: Critical Reasoning, Sentence Correction, Para Completion, Para Jumbles, Reading Comprehension

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, Career Launcher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Solve questions from all four relevant areas of CAT/ MAT as listed above
2. Practice test-cracking techniques through relevant mock tests

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 2   | 2   | 2   |     | 2   |     |     | 3   | 3    | 3    | 3    |      |      |      |
| CO2 | 2   | 2   | 2   | 2   |     | 1   |     |     | 2   |      | 2    | 3    |      |      |      |
| CO3 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| CO4 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| CO5 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :17-09-2021****ACADEMIC COUNCIL:17-09-2021****SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Quantitative aptitude, reasoning, verbal and language skills practiced during the preparation for CAT/ MAT tests provide essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

| CLAD2031            | PREPARATION FOR CAMPUS<br>PLACEMENT-2<br>(SOFT SKILLS 6A) | L | T | P | S | J | C |
|---------------------|-----------------------------------------------------------|---|---|---|---|---|---|
|                     |                                                           | 0 | 0 | 2 | 0 | 0 | 1 |
| Pre-requisite       | None                                                      |   |   |   |   |   |   |
| Co-requisite        | None                                                      |   |   |   |   |   |   |
| Preferable exposure | None                                                      |   |   |   |   |   |   |

**Course Description:**

*This course builds on the previous course and focuses on all four major areas of campus placements, including career preparedness, mock interviews, verbal ability, quantitative aptitude, and logical reasoning.*

**Course Educational Objectives:**

- To comprehensively prepare all eligible and aspiring students for landing their dream jobs.
- To sharpen the test-taking skills in all four major areas of all campus drives

**List of Activities & Tasks for Assessment:**

1. Career Preparedness II: Mock Interviews, Feedback and Placement Readiness
2. Verbal Ability II: Practising Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning
3. Quantitative Aptitude II: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems
4. Reasoning II: Logical and Verbal Reasoning

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Demonstrate career preparedness and confidence in tackling campus interviews
2. Solve placement test questions of a higher difficulty level in verbal ability, quantitative aptitude and logical reasoning.
3. Practice test-taking skills by solving relevant questions accurately and within time.

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     |     | 2   | 3    |      | 2    |      |      |      |
| CO2 | 2   | 2   | 2   | 3   |     | 3   |     |     | 2   | 2    | 3    | 2    |      |      |      |
| CO3 | 2   | 2   | 2   | 3   |     | 2   |     |     | 1   |      | 2    | 3    |      |      |      |
| CO4 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| CO5 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :17-09-2021****ACADEMIC COUNCIL:17-09-2021****SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Quantitative aptitude, reasoning, verbal and language skills practiced during the preparation for campus placement tests provide essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.



| CLAD2041            | PREPARATION FOR HIGHER EDUCATION<br>(GRE/GMAT)-2 (SOFT SKILLS 6B) | L | T | P | S | J | C |
|---------------------|-------------------------------------------------------------------|---|---|---|---|---|---|
|                     |                                                                   | 0 | 0 | 2 | 0 | 0 | 1 |
| Pre-requisite       | None                                                              |   |   |   |   |   |   |
| Co-requisite        | None                                                              |   |   |   |   |   |   |
| Preferable exposure | None                                                              |   |   |   |   |   |   |

**Course Description:**

*The course offers a special track for students who aspire to go abroad in pursuit of their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests at a higher difficulty-level and includes fully solved mock tests as well.*

**Course Educational Objectives:**

- Prepare the students to solve higher level questions from all four broad areas of GRE/ GMAT
- Orient the students for GRE/ GMAT through mock tests

**List of Activities & Tasks for Assessment:**

1. Verbal Reasoning II: Reading Comprehension, Sentence Equivalence, Text Completion, Sentence Correction, Critical Reasoning
2. Quantitative Reasoning II: Arithmetic, Algebra, Geometry, Data Analysis
3. Analytical Writing Assessment II: Issue/ Argument
4. Integrated Reasoning II

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Solve higher level questions from all four broad areas of GRE/ GMAT
2. Practice answering several mock tests

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     | 2   |     | 3   |     | 2   |     |     | 2   | 2    | 2    | 2    |      |      |      |
| CO2 |     | 2   |     | 2   |     | 2   |     |     | 2   | 2    | 2    | 2    |      |      |      |
| CO3 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| CO4 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| CO5 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :17-09-2021****ACADEMIC COUNCIL:17-09-2021****SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Quantitative aptitude, reasoning, verbal and language skills practiced during the preparation for GRE/GMAT tests provide essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

| CLAD2051            | PREPARATION FOR CAT/ MAT – 2<br>(SOFT SKILLS 6C) | L | T | P | S | J | C |
|---------------------|--------------------------------------------------|---|---|---|---|---|---|
|                     |                                                  | 0 | 0 | 2 | 0 | 0 | 1 |
| Pre-requisite       | None                                             |   |   |   |   |   |   |
| Co-requisite        | None                                             |   |   |   |   |   |   |
| Preferable exposure | None                                             |   |   |   |   |   |   |

**Course Description:**

*The course offers a special track for UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests at a higher level of difficulty and includes fully solved mock tests as well.*

**Course Educational Objectives:**

- Prepare the students to solve all types of questions from all four relevant areas of CAT/ XAT/ MAT, etc.

**List of Activities & Tasks for Assessment:**

1. Quantitative Ability II: Arithmetic, Algebra, Geometry, Mensuration, Calculus, Trigonometry
2. Data Interpretation II: Data Interpretation and Data Sufficiency
3. Logical Reasoning II: Data Management, Deductions, Verbal Reasoning and Non-Verbal Reasoning
4. Verbal Ability II: Critical Reasoning, Sentence Correction, Para Completion, Para Jumbles, Reading Comprehension

**References:**

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

**Course Outcomes:**

1. Solve higher difficulty level questions from all four relevant areas of CAT/ MAT as listed above
2. Practice test-cracking techniques through relevant mock tests

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 3   |     | 3   |     |     |     |     | 3   | 3    | 3    | 2    |      |      |      |
| CO2 | 1   | 2   |     | 2   |     |     |     |     | 2   | 3    | 2    | 2    |      |      |      |
| CO3 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| CO4 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |
| CO5 |     |     |     |     |     |     |     |     |     |      |      |      |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :17-09-2021****ACADEMIC COUNCIL:17-09-2021****SDG No. & Statement:4**

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Quantitative aptitude, reasoning, verbal and language skills practiced during the preparation for CAT/ MAT tests provide essential skills for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others.

| DOSL1001            | CLUB ACTIVITY – PARTICIPANT | L | T | P | S | J | C |
|---------------------|-----------------------------|---|---|---|---|---|---|
|                     |                             | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite       | None                        |   |   |   |   |   |   |
| Co-requisite        | None                        |   |   |   |   |   |   |
| Preferable exposure | None                        |   |   |   |   |   |   |

**Course Description:**

*This course recognizes student participation in multiple activities organized by various student organizations that pursue specific co-curricular and extra-curricular interests. These activities allow students to engage in and identify and pursue their personal interests and hobbies.*

**Course Educational Objectives:**

- Create opportunities for students to participate in a variety of non-academic experiences
- Interact with and learn from peers in a setting without an external performance pressure
- Allow exploration of interesting activities and reflection about these experiences
- Learn to manage time effectively

**List of Student Club Activities:**

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multi media, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

**List of Activities:**

1. Participation in various club-based activities
2. Weekly reflection paper
3. Portfolio (on social media using an Instagram account)
4. Two learning papers (one per semester)

**Textbooks:**

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

**References:**

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. YouTube- Introduction to various club activities

**Course Outcomes:**

Upon successful completion of the course, student will be able to

1. Identify personal interest areas
2. Learn from diverse perspectives and experiences
3. Gain exposure to various activities and opportunities for extra-curricular activities
4. Learn to manage time effectively
5. gain confidence

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     | 3   | 3   | 2    | 3    | 2    |      |      |      |
| CO2 |     |     |     |     |     |     |     |     | 3   | 3    |      | 2    |      |      |      |
| CO3 |     |     |     |     |     |     |     |     | 3   | 3    | 2    | 3    |      |      |      |
| CO4 |     |     |     |     |     |     |     |     | 3   | 3    |      | 3    |      |      |      |
| CO5 |     |     |     |     |     |     |     | 3   | 3   | 3    |      | 2    |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:**

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

This course recognizes student participation in non-academic events and activities which focus on inclusive partnerships and collaborations with all stakeholders by using all sustainable means to promote lifelong learning.

| DOSL1011            | CLUB ACTIVITY – MEMBER OF THE CLUB | L | T | P | S | J | C |
|---------------------|------------------------------------|---|---|---|---|---|---|
|                     |                                    | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite       | None                               |   |   |   |   |   |   |
| Co-requisite        | None                               |   |   |   |   |   |   |
| Preferable exposure | None                               |   |   |   |   |   |   |

**Course Description:**

*This course encourages and acknowledges student members' work in organizing events and activities organized by various student organizations that pursue specific co-curricular and extra-curricular interests. These activities allow students to actively learn from the process of conceptualizing and organizing such activities as part of a team.*

**Course Educational Objectives:**

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

**List of Student Club Activities:**

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multi media, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs



**List of Activities:**

1. Be a member of a club and organize activities in that particular interest area
2. Learn from diverse perspectives and experiences
3. Learn to design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

**Textbooks:**

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

**References:**

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

**Course Outcomes:**

Upon successful completion of the course, student will be able to

- Be a member of a club and organize activities in that particular interest area
- Learn from diverse perspectives and experiences
- Learn to design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     | 3   | 3   | 3    |      | 3    |      |      |      |
| CO2 |     |     |     |     |     |     |     |     | 3   | 2    |      | 3    |      |      |      |
| CO3 |     |     |     |     |     |     |     | 3   | 3   | 2    |      |      |      |      |      |
| CO4 |     |     |     |     |     |     |     |     |     | 2    | 3    | 3    |      |      |      |
| CO5 |     |     |     |     |     |     |     | 2   |     |      |      | 3    |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :19-07-2021****ACADEMIC COUNCIL:19-07-2021****SDG No. & Statement:**

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

SDG17 : Strengthen the means of implementation and revitalize the global partnership for sustainable development

**SDG Justification:**

This course recognizes student participation in community service endeavours focussing on sustainable development, service to communities. This allows students to develop empathy, citizenship behaviour and inclusive community values.

| DOSL1021            | CLUB ACTIVITY – LEADER OF THE CLUB | L | T | P | S | J | C |
|---------------------|------------------------------------|---|---|---|---|---|---|
|                     |                                    | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite       | None                               |   |   |   |   |   |   |
| Co-requisite        | None                               |   |   |   |   |   |   |
| Preferable exposure | None                               |   |   |   |   |   |   |

**Course Description:**

*This course encourages and recognizes student members' work in leading the student organization through various leadership roles. As leaders they work not just to organize events and activities in specific co-curricular and extra-curricular interests, but also lead the teams that form the core members of the clubs. These activities allow students to learn and practice leadership and management skills through real world experience.*

**Course Educational Objectives:**

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

**List of Student Club Activities:**

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multimedia, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

**List of Activities:**

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

**Textbooks:**

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students(Cal Newport)

**References:**

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

**Course Outcomes:**

Upon successful completion of the course, student will be able to

- Be the leader of the club and implement the charter, vision and mission of the club
- Learn from diverse perspectives and experiences
- Learn to lead the team, design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     | 3   | 3   | 3    |      | 3    |      |      |      |
| CO2 |     |     |     |     |     |     |     |     | 3   | 2    |      | 3    |      |      |      |
| CO3 |     |     |     |     |     |     |     | 3   | 3   | 2    |      |      |      |      |      |
| CO4 |     |     |     |     |     |     |     |     |     | 2    | 3    | 3    |      |      |      |
| CO5 |     |     |     |     |     |     |     | 2   |     |      |      | 3    |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :19-07-2021****ACADEMIC COUNCIL:19-07-2021****SDG No. & Statement:**

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

SDG17 : Strengthen the means of implementation and revitalize the global partnership for sustainable development

**SDG Justification:**

This course recognizes student participation in community service endeavours focussing on sustainable development, service to communities. This allows students to develop empathy, citizenship behaviour and inclusive community values.

| DOSL1031            | CLUB ACTIVITY – COMPETITOR | L | T | P | S | J | C |
|---------------------|----------------------------|---|---|---|---|---|---|
|                     |                            | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite       | None                       |   |   |   |   |   |   |
| Co-requisite        | None                       |   |   |   |   |   |   |
| Preferable exposure | None                       |   |   |   |   |   |   |

**Course Description:**

*This course encourages and recognizes student members' work in leading the student organization through various leadership roles. As leaders they work not just to organize events and activities in specific co-curricular and extra-curricular interests, but also lead the teams that form the core members of the clubs. These activities allow students to learn and practice leadership and management skills through real world experience.*

**Course Educational Objectives:**

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

**List of Student Club Activities:**

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multimedia, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

**List of Activities:**

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

**Textbooks:**

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

**References:**

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

**Course Outcomes:**

Upon successful completion of the course, student will be able to

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     | 3   | 3   | 3    |      | 3    |      |      |      |
| CO2 |     |     |     |     |     |     |     |     | 3   | 2    |      | 3    |      |      |      |
| CO3 |     |     |     |     |     |     |     | 3   | 3   | 2    |      |      |      |      |      |
| CO4 |     |     |     |     |     |     |     |     |     | 2    | 3    | 3    |      |      |      |
| CO5 |     |     |     |     |     |     |     | 2   |     |      |      | 3    |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :19-07-2021****ACADEMIC COUNCIL:19-07-2021****SDG No. & Statement:**

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

SDG17 : Strengthen the means of implementation and revitalize the global partnership for sustainable development

**SDG Justification:**

This course recognizes student participation in community service endeavours focussing on sustainable development, service to communities. This allows students to develop empathy, citizenship behaviour and inclusive community values.



| DOSL1041            | COMMUNITY SERVICES - VOLUNTEER | L | T | P | S | J | C |
|---------------------|--------------------------------|---|---|---|---|---|---|
|                     |                                | 0 | 0 | 0 | 0 | 2 | 2 |
| Pre-requisite       | None                           |   |   |   |   |   |   |
| Co-requisite        | None                           |   |   |   |   |   |   |
| Preferable exposure | None                           |   |   |   |   |   |   |

**Course Description:**

*This course recognizes student participation in Community service activities organized by various student organizations and other Government and non-government organizations that exist for providing service to communities. These activities allow students to develop empathy, citizenship behavior and community values.*

**Course Educational Objectives:**

- To help students develop empathy and citizenship behavior
- Enable students to develop an altruistic attitude and community development sensibility
- Allow exploration of community service activities and reflect about these experiences
- Learn to work in small and large teams for achieving community objectives

**List of Community Service Activities:**

1. Community Health Services
2. Swachh Bharat Abhiyan and other Cleanliness drives
3. Tree Plantation and similar environmental conservation initiatives
4. Rain water harvesting awareness and implementation
5. Fundraising and visits to Orphanages, Old-age homes, etc.
6. Health and disease awareness programs
7. Working with NGOs
8. Disaster mitigation and management training and relief work
9. Rural Upliftment projects
10. Campus awareness and action projects (cleanliness, anti-ragging, blood donation, etc)
11. Community investigations and surveys for development research
12. Educational support for underprivileged (remedial classes, coaching, training, etc)
13. Service camps
14. Advocacy and information literacy initiatives
15. Other activities serving local communities

**List of Activities:**

1. Participation in various community service activities
2. Weekly reflection paper

3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

**Text Books:**

1. Soul of a citizen: living with conviction in Challenging times (author: Paul Rogat Loeb)
2. Community Services intervention: Vera Lloyd

**References:**

1. A path appears: Transforming lives, creating opportunities (Nicholas Kristof and Sheryl WuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)

**Course Outcomes:**

1. Experience of volunteering in a variety of Community service activities
2. Gaining empathy for lesser privileged sections of society by experience
3. Understanding the process of generating community awareness
4. Understanding Disaster management and relief through training and experience
5. Developing environmental and sustainability awareness

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     | 3   | 3   | 3    |      | 3    |      |      |      |
| CO2 |     |     |     |     |     |     |     |     | 3   | 2    |      | 3    |      |      |      |
| CO3 |     |     |     |     |     |     |     | 3   | 3   | 2    |      |      |      |      |      |
| CO4 |     |     |     |     |     |     |     |     |     | 2    | 3    | 3    |      |      |      |
| CO5 |     |     |     |     |     |     |     | 2   |     |      |      | 3    |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :19-07-2021****ACADEMIC COUNCIL:19-07-2021****SDG No. & Statement:**

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

SDG17 : Strengthen the means of implementation and revitalize the global partnership for sustainable development

**SDG Justification:**

This course recognizes student participation in community service endeavours focussing on sustainable development, service to communities. This allows students to develop empathy, citizenship behaviour and inclusive community values.

| DOSL1051            | COMMUNITY SERVICES - MOBILIZER | L | T | P | S | J | C |
|---------------------|--------------------------------|---|---|---|---|---|---|
|                     |                                | 0 | 0 | 0 | 0 | 2 | 2 |
| Pre-requisite       | None                           |   |   |   |   |   |   |
| Co-requisite        | None                           |   |   |   |   |   |   |
| Preferable exposure | None                           |   |   |   |   |   |   |

**Course Description:**

*This course recognizes student leadership in mobilizing community service activities as members of various student organizations or other Government and non-government organizations that exist for providing service to communities. These activities allow students to develop leadership, management skills, empathy, citizenship behavior and community values.*

**Course Educational Objectives:**

- To help students understand leadership in a community environment
- Enable students to develop an altruistic attitude and community development sensibility
- Allow deep understanding of community service through practical experience
- Learn to lead small and large teams for achieving community objectives

**List of Community Service Activities:**

1. Community Health Services
2. Swachh Bharat Abhiyan and other Cleanliness drives
3. Tree Plantation and similar environmental conservation initiatives
4. Rain water harvesting awareness and implementation
5. Fundraising and visits to Orphanages, Old-age homes, etc.
6. Health and disease awareness programs
7. Working with NGOs
8. Disaster mitigation and management training and relief work
9. Rural Upliftment projects
10. Campus awareness and action projects (cleanliness, anti-ragging, blood donation, etc)
11. Community investigations and surveys for development research
12. Educational support for underprivileged (remedial classes, coaching, training, etc)
13. Service camps
14. Advocacy and information literacy initiatives
15. Other activities serving local communities

**List of Activities:**

1. Organizing and leading teams in various community service activities
2. Fortnightly reflection paper

3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

**Textbooks:**

1. Soul of a citizen: living with conviction in Challenging times (author: Paul Rogat Loeb)
2. Community Services intervention: Vera Lloyd

**References:**

1. A path appears: Transforming lives, creating opportunities (Nicholas Kristof and Sheryl WuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)
3. List of student run and other Government and non- government community service organizations

**Course Outcomes:**

1. Experience of mobilizing and executing Community service activities
2. Providing opportunities for community service volunteering for other fellow students
3. Understanding the process of mobilizing cash, kind and volunteer support
4. Building leadership and management skills
5. Building empathy and citizenship behavior

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     | 3   | 3   | 3    |      | 3    |      |      |      |
| CO2 |     |     |     |     |     |     |     |     | 3   | 2    |      | 3    |      |      |      |
| CO3 |     |     |     |     |     |     |     | 3   | 3   | 2    |      |      |      |      |      |
| CO4 |     |     |     |     |     |     |     |     |     | 2    | 3    | 3    |      |      |      |
| CO5 |     |     |     |     |     |     |     | 2   |     |      |      | 3    |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :19-07-2021****ACADEMIC COUNCIL:19-07-2021****SDG No. & Statement:**

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

SDG17 : Strengthen the means of implementation and revitalize the global partnership for sustainable development

**SDG Justification:**

This course recognizes student participation in community service endeavours focussing on sustainable development, service to communities. This allows students to develop empathy, citizenship behaviour and inclusive community values.

| DOSP1001            | BADMINTON | L | T | P | S | J | C |
|---------------------|-----------|---|---|---|---|---|---|
|                     |           | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite       | None      |   |   |   |   |   |   |
| Co-requisite        | None      |   |   |   |   |   |   |
| Preferable exposure | None      |   |   |   |   |   |   |

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Badminton - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Badminton: Grips - Racket, shuttle
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Badminton Gameplay: Service, Forehand, Backhand
7. Preparatory Drills and Fun Games
8. Game Variations: Singles/ Doubles/ Mixed

**References:**

1. Handbook of the Badminton World Federation (BWF)

**Course Outcomes:**

1. Learn to play Badminton
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     |     | 3   | 2    |      | 3    |      |      |      |
| CO2 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |
| CO3 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |
| CO4 |     |     |     |     |     |     | 2   |     | 3   | 3    | 2    |      |      |      |      |
| CO5 |     |     |     |     |     | 2   | 2   |     | 3   |      |      | 3    |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.



| DOSP1011            | CHESS | L | T | P | S | J | C |
|---------------------|-------|---|---|---|---|---|---|
|                     |       | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite       | None  |   |   |   |   |   |   |
| Co-requisite        | None  |   |   |   |   |   |   |
| Preferable exposure | None  |   |   |   |   |   |   |

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Chess - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Chess: Pieces & functions, basic play
4. Chess board moves & terminology
5. Chess Gameplay: Openings, castling, strategies & tactics
6. Preparatory Drills and Fun Games
7. Game Variations & Officiating

**References:**

1. International Chess Federation (FIDE) Handbook

**Course Outcomes:**

1. Learn to play Chess
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     |     | 3   | 2    |      | 3    |      |      |      |
| CO2 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |
| CO3 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |
| CO4 |     |     |     |     |     |     | 2   |     | 3   | 3    | 2    |      |      |      |      |
| CO5 |     |     |     |     |     | 2   | 2   |     | 3   |      |      | 3    |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

| DOSP1021            | CARROM | L | T | P | S | J | C |
|---------------------|--------|---|---|---|---|---|---|
|                     |        | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite       | None   |   |   |   |   |   |   |
| Co-requisite        | None   |   |   |   |   |   |   |
| Preferable exposure | None   |   |   |   |   |   |   |

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Carrom - History and development
2. Rules of the Game, Board components & dimensions
3. Fundamental Skills - Carrom: - Striking
4. Gameplay – General
5. Preparatory Drills and Fun Games
6. Game Variations: Singles/ Doubles/ Mixed
7. Preparatory Drills and Fun Games

**References:**

1. Indian Carrom Federation Handbook - Laws

**Course Outcomes:**

1. Learn to play Carrom
2. Understanding of the fundamental concepts such as rules of play, game variations

3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     |     | 3   | 2    |      | 3    |      |      |      |
| CO2 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |
| CO3 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |
| CO4 |     |     |     |     |     |     | 2   |     | 3   | 3    | 2    |      |      |      |      |
| CO5 |     |     |     |     |     | 2   | 2   |     | 3   |      |      | 3    |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

| DOSP1031            | FOOTBALL | L | T | P | S | J | C |
|---------------------|----------|---|---|---|---|---|---|
|                     |          | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite       | None     |   |   |   |   |   |   |
| Co-requisite        | None     |   |   |   |   |   |   |
| Preferable exposure | None     |   |   |   |   |   |   |

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Football - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Kicking, heading, ball control, Keeping
4. Movement, throwins, tackling, defense, scoring, defense
5. Gameplay- Formations, passing, FKs, CKs, PK, tactics
6. Preparatory Drills and Fun Games
7. Game Variations: Small sided games, 7v7, 11v11

**References:**

1. FIFA Laws of the Game

**Course Outcomes:**

1. Learn to play Football
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     |     | 3   | 2    |      | 3    |      |      |      |
| CO2 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |
| CO3 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |
| CO4 |     |     |     |     |     |     | 2   |     | 3   | 3    | 2    |      |      |      |      |
| CO5 |     |     |     |     |     | 2   | 2   |     | 3   |      |      | 3    |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

| DOSP1041            | VOLLEYBALL | L | T | P | S | J | C |
|---------------------|------------|---|---|---|---|---|---|
|                     |            | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite       | None       |   |   |   |   |   |   |
| Co-requisite        | None       |   |   |   |   |   |   |
| Preferable exposure | None       |   |   |   |   |   |   |

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Volley - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Striking, Ball control, Lifting
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Jumps, strikes, layoffs, attack, defense

**References:**

1. FIVB - Official Volleyball Rules

**Course Outcomes:**

1. Learn to play Volleyball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     |     | 3   | 2    |      | 3    |      |      |      |
| CO2 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |
| CO3 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |
| CO4 |     |     |     |     |     |     | 2   |     | 3   | 3    | 2    |      |      |      |      |
| CO5 |     |     |     |     |     | 2   | 2   |     | 3   |      |      | 3    |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :19-07-2021****ACADEMIC COUNCIL:19-07-2021****SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.



| DOSP1051            | KABADDI | L | T | P | S | J | C |
|---------------------|---------|---|---|---|---|---|---|
|                     |         | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite       | None    |   |   |   |   |   |   |
| Co-requisite        | None    |   |   |   |   |   |   |
| Preferable exposure | None    |   |   |   |   |   |   |

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Kabaddi - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Raiding, catching
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Chain system movement

**References:**

1. Amateur Kabaddi Federation of India (AKFI) - Official Rules
2. Rules of Kabaddi - International Kabaddi Federation

**Course Outcomes:**

1. Learn to play Kabaddi
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     |     | 3   | 2    |      | 3    |      |      |      |      |
| CO2 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |      |
| CO3 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |      |
| CO4 |     |     |     |     |     |     | 2   |     | 3   | 3    | 2    |      |      |      |      |      |
| CO5 |     |     |     |     |     | 2   | 2   |     | 3   |      |      | 3    |      |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

| DOSP1061            | KHO KHO | L | T | P | S | J | C |
|---------------------|---------|---|---|---|---|---|---|
|                     |         | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite       | None    |   |   |   |   |   |   |
| Co-requisite        | None    |   |   |   |   |   |   |
| Preferable exposure | None    |   |   |   |   |   |   |

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Kho Kho - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills: Sitting, giving Kho, Pole dive
4. Sports Specific fitness and warmup drills
5. Stances and footwork: Running, sitting
6. Gameplay: Running strategies, ring method, chain method
7. Preparatory Drills and Fun Games

**References:**

1. Khelo India Official Rulebook of Kho Kho

**Course Outcomes:**

1. Learn to play Kho Kho
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     |     | 3   | 2    |      | 3    |      |      |      |      |
| CO2 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |      |
| CO3 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |      |
| CO4 |     |     |     |     |     |     | 2   |     | 3   | 3    | 2    |      |      |      |      |      |
| CO5 |     |     |     |     |     | 2   | 2   |     | 3   |      |      | 3    |      |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

| DOSP1071            | TABLE TENNIS | L | T | P | S | J | C |
|---------------------|--------------|---|---|---|---|---|---|
|                     |              | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite       | None         |   |   |   |   |   |   |
| Co-requisite        | None         |   |   |   |   |   |   |
| Preferable exposure | None         |   |   |   |   |   |   |

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Table Tennis - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - TT: Grips - Racket, ball
4. Stances and footwork
5. TT Gameplay- Forehand, Backhand, Side Spin, High Toss. Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick, Loop Drive.
6. Preparatory Drills and Fun Games
7. Game Variations: Singles/ Doubles/ Mixed

**References:**

1. Handbook of the International Table Tennis Federation (ITTF)

**Course Outcomes:**

1. Learn to play Table Tennis
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     |     | 3   | 2    |      | 3    |      |      |      |      |
| CO2 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |      |
| CO3 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |      |
| CO4 |     |     |     |     |     |     | 2   |     | 3   | 3    | 2    |      |      |      |      |      |
| CO5 |     |     |     |     |     | 2   | 2   |     | 3   |      |      | 3    |      |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :19-07-2021****ACADEMIC COUNCIL:19-07-2021****SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

| DOSP1081            | HANDBALL | L | T | P | S | J | C |
|---------------------|----------|---|---|---|---|---|---|
|                     |          | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite       | None     |   |   |   |   |   |   |
| Co-requisite        | None     |   |   |   |   |   |   |
| Preferable exposure | None     |   |   |   |   |   |   |

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Handball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Handball: Throwing, Ball control, Movement
4. Sports Specific fitness and warmup drills
5. Stances and footwork: Jumps, dribbles, catching, throws
6. Gameplay: Shots, throws, movements, attack, defense
7. Preparatory Drills and Fun Games

**References:**

1. International Handball Federation - Rules of the Game & Regulations

**Course Outcomes:**

1. Learn to play Handball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     |     | 3   | 2    |      | 3    |      |      |      |      |
| CO2 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |      |
| CO3 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |      |
| CO4 |     |     |     |     |     |     | 2   |     | 3   | 3    | 2    |      |      |      |      |      |
| CO5 |     |     |     |     |     | 2   | 2   |     | 3   |      |      | 3    |      |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :19-07-2021****ACADEMIC COUNCIL:19-07-2021****SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.



| DOSP1091            | BASKETBALL | L | T | P | S | J | C |
|---------------------|------------|---|---|---|---|---|---|
|                     |            | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite       | None       |   |   |   |   |   |   |
| Co-requisite        | None       |   |   |   |   |   |   |
| Preferable exposure | None       |   |   |   |   |   |   |

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Basketball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Passing, Receiving, Dribbling
4. Sports Specific fitness and warmup drills
5. Stances and footwork: Jumps, dribbles, catching, throws
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, attack, defense

**References:**

1. FIBA Basketball Official Rules

**Course Outcomes:**

1. Learn to play Basketball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     |     | 3   | 2    |      | 3    |      |      |      |      |
| CO2 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |      |
| CO3 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |      |
| CO4 |     |     |     |     |     |     | 2   |     | 3   | 3    | 2    |      |      |      |      |      |
| CO5 |     |     |     |     |     | 2   | 2   |     | 3   |      |      | 3    |      |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :19-07-2021****ACADEMIC COUNCIL:19-07-2021****SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

| DOSP1101            | TENNIS | L | T | P | S | J | C |
|---------------------|--------|---|---|---|---|---|---|
|                     |        | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite       | None   |   |   |   |   |   |   |
| Co-requisite        | None   |   |   |   |   |   |   |
| Preferable exposure | None   |   |   |   |   |   |   |

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Tennis - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Tennis: Grips - Racket, ball
4. Stances and footwork
5. Gameplay- Forehand, Backhand, Service, volley, smash
6. Preparatory Drills and Fun Games
7. Game Variations: Singles/ Doubles/ Mixed

**References:**

1. Handbook of the International Tennis Federation (ITF)

**Course Outcomes:**

1. Learn to play Tennis
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     |     | 3   | 2    |      | 3    |      |      |      |      |
| CO2 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |      |
| CO3 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |      |
| CO4 |     |     |     |     |     |     | 2   |     | 3   | 3    | 2    |      |      |      |      |      |
| CO5 |     |     |     |     |     | 2   | 2   |     | 3   |      |      | 3    |      |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

| DOSP1111            | THROWBALL | L | T | P | S | J | C |
|---------------------|-----------|---|---|---|---|---|---|
|                     |           | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite       | None      |   |   |   |   |   |   |
| Co-requisite        | None      |   |   |   |   |   |   |
| Preferable exposure | None      |   |   |   |   |   |   |

**Course Description:**

*This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.*

**Course Educational Objectives:**

- Understand training principles used in the sport
- Demonstrate knowledge of the game in a recreational /competitive play setting
- Organize an event around the sport
- Demonstrate concepts of warm up, game conditioning, training plans

**List of Activities:**

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

**Instructional Plan:**

1. Introduction to Throwball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Throwing, Receiving
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, control

**References:**

1. World Throwball Federation - Rules of the Game

**Course Outcomes:**

1. Learn to play Throwball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     |     | 3   | 2    |      | 3    |      |      |      |
| CO2 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |
| CO3 |     |     |     |     |     |     |     |     |     |      |      | 2    |      |      |      |
| CO4 |     |     |     |     |     |     | 2   |     | 3   | 3    | 2    |      |      |      |      |
| CO5 |     |     |     |     |     | 2   | 2   |     | 3   |      |      | 3    |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-07-2021**

**ACADEMIC COUNCIL:19-07-2021**

**SDG No. & Statement:4**

Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

**SDG Justification:**

The nature of the course facilitates students to engage in various forms of fitness activities and sports-related movements that work on their overall health and wellness. The course focuses on inculcating active living as a lifestyle by making sports fun, engaging and meaningful.

| ENVS1001            | ENVIRONMENTAL STUDIES | L | T | P | S | J | C  |
|---------------------|-----------------------|---|---|---|---|---|----|
|                     |                       | 3 | 0 | 0 | 0 | 0 | 3* |
| Pre-requisite       | None                  |   |   |   |   |   |    |
| Co-requisite        | None                  |   |   |   |   |   |    |
| Preferable exposure | None                  |   |   |   |   |   |    |

**Course Description:**

*The course enables the students to adapt eco-centric thinking and actions rather than human-centric thinking on natural resources, their utilization and conservation. The course also focuses on the importance of ecosystems, biodiversity and their degradation led to pollution. This course helps in finding solutions through application of control measures to combat pollution and legal measures to achieve sustainable development.*

**Course Educational Objectives:**

- To impart knowledge on natural resources and its associated problems.
- To familiarize learners about ecosystem, biodiversity, and their conservation.
- To introduce learners about environment pollution.
- To acquaint learners on different social issues such as conservation of water, green building concept.
- To make learners understand about the present population scenario, its impacts and role of informational technology on environment and human health.
- To make learners understand about the importance of field visit.

**UNIT 1                      Multidisciplinary nature of environmental studies & Natural Resources                      10 hours**

Multidisciplinary nature of environmental studies Definition, scope and importance. Need for public awareness. Natural resources and associated problems. Uses and over exploitation of Forest resources, Water resources, Mineral resources, Food resources, Energy resources. Role of an individual in conservation of natural resources.

**Activity:**

1. Planting tree saplings
2. Identification of water leakage in house and institute-Rectify or report
3. Observing any one day of a week as Car/bike/vehicle free day.

**UNIT 2                      Ecosystem and biodiversity                      10 hours**

**Ecosystem:** Structure components of ecosystem: Biotic and Abiotic components. Functional components of an ecosystem: Food chains, Food webs, Ecological pyramids, Energy flow in the ecosystem (10% law), Ecological succession.

**Biodiversity:** Definition, Biogeographical classification of India, Values of biodiversity: consumptive use, productive use, social, ethical, aesthetic. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching, man wildlife conflicts. Conservation of biodiversity: In – situ and Ex-situ

Activity:

1. Visit to Zoological Park-Noting different ecosystem
2. Biodiversity register- Flora and fauna in the campus

**UNIT 3                      Environmental Pollution                      10 hours**

Definition Causes, effects, and control measures of: -Air pollution. Water pollution. Soil pollution. Marine pollution. Noise pollution. Nuclear hazards. Solid waste Management: Causes, effects, and control measures. Role of an individual in prevention of pollution. Pollution case studies.

Activity:

1. Visit to treatment plant and documentation.
2. Documentation of segregation of solid waste-Dry and Wet

**UNIT 4                      Social Issues and the Environment                      10 hours**

From Unsustainable to Sustainable development Urban problems related to energy. Water conservation, rainwater harvesting, watershed management. Environmental ethics: Issues and possible solutions. Green building concept.

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies.

Activity:

1. Observing zero hour at individual level-documentation.
2. Eco friendly idols.
3. Rainwater harvesting-creating storage pits in nearby area.



**UNIT 5                      Human Population and the Environment and Environment                      10 hours**  
**Protection Act and Field work**

Population growth, variation among nations. Environment and human health. HIV/AIDS, Human rights. Value Education. Women and Child Welfare. Role of Information Technology in Environment and human health. Environment Legislation. Air (Prevention and Control of Pollution) Act. Water (Prevention and Control of Pollution) Act. Wildlife Protection Act. Environmental Protection Act, Issues involved in enforcement of environmental legislation.

Activity:

1. Visit to a local polluted site-industry/agriculture
2. Identifying diseases due to inappropriate environmental conditions

**Text Book(s):**

1. Erach Bharucha. Textbook of environmental studies for undergraduates courses- Universities Press, India Private Limited. 2019.
2. Kaushik A and Kaushik C.P. Perspectives in Environmental Studies. New Age International Publishers Edition-VI. 2018.
3. Dave D Katewa S.S. Textbook of Environmental Studies, 2<sup>nd</sup> Edition. Cengage Learning India. 2012.

**Additional Reading:**

1. Benny Joseph. Textbook of Environmental Studies 3rd edition, McGraw Hill Publishing company limited. 2017.

**Reference Book(s):**

1. McKinney M.L., Schoch R.M., Yonavjak L. Mincy G. Environmental Science: Systems and Solutions. Jones and Bartlett Publishers. 6<sup>th</sup> Edition. 2017.
2. Botkin D.B. Environmental Science: Earth as a Living Planet. John Wiley and Sons. 5<sup>th</sup> edition. 2005.

**Journal(s):**

1. <https://www.tandfonline.com/loi/genv20>
2. <https://library.lclark.edu/envs/corejournals>

**Website(s):**

<https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf> From Climate Science to Action | Coursera

**Course Outcomes:**

After the completion of the course student will be able to

1. List different natural resources and their uses
2. Summarize the structure and function of terrestrial and aquatic ecosystems.
3. Identify causes, effects, and control measures of pollution (air, water & soil).

4. Function of green building concept.
5. Adapt value education

**CO-PO Mapping:**

|     | Programme Objectives (POs) |   |   |   |   |   |   |   |   |    |    |    | PSO's |   |   |
|-----|----------------------------|---|---|---|---|---|---|---|---|----|----|----|-------|---|---|
|     | 1                          | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1     | 2 | 3 |
| CO1 | 2                          |   |   |   |   |   |   |   |   |    |    |    | 2     |   |   |
| CO2 |                            | 2 |   |   |   | 1 |   |   |   |    |    |    | 2     |   |   |
| CO3 |                            |   | 1 |   |   |   |   |   | 1 |    |    |    |       | 1 |   |
| CO4 |                            |   |   | 2 |   |   |   |   |   |    | 2  |    |       |   | 1 |
| CO5 | 1                          |   |   |   |   |   |   |   |   |    |    |    |       | 1 |   |
| CO6 |                            |   |   |   | 2 |   |   |   |   |    |    | 1  |       |   | 1 |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN: BOS****BOS: 04-07-22****ACADEMIC COUNCIL:14-07-22****SDG No. & Statement:**

1. SDG-6-Clean water and Sanitation
2. SDG-7-Affordable and clean energy
3. SDG-13 - Climate change
4. SDG-14 - Life below water
5. SDG-15 - Life on Land

**SDG Justification:**

1. The learner will understand the importance of clean water and sanitation through this course and apply in their daily activities – SDG-6
2. The learner will make use of renewable resources to reduce pollution achieves SDG-7
3. The learner will understand present situation in climate change and takes appropriate steps to combat climate change – SDG-13
4. The learner will understand the existence of life below water – SDG-14
5. The learner will understand to promote sustainable terrestrial ecosystem – SDG15

| FINA3001            | PERSONAL FINANCIAL PLANNING                                                                                                                                                     | L | T | P | S | J | C  |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|----|
|                     |                                                                                                                                                                                 | 0 | 0 | 2 | 0 | 0 | 1* |
| Pre-requisite       | None                                                                                                                                                                            |   |   |   |   |   |    |
| Co-requisite        | None                                                                                                                                                                            |   |   |   |   |   |    |
| Preferable exposure | Risk Management in Personal financing<br>Fundamentals of Investing<br>Saving Money for the future<br>Personal and Family Financial Planning<br>Introduction to Personal Finance |   |   |   |   |   |    |

### Course Description:

*Personal Financial Planning is one of the most significant factors in our lives. It is essential that funds are available as and when required at various stages of life. Unavailability of funds at critical stages of our life leads to financial distress and leads to many medical and non- medical problems. There are certain planned and unplanned events in our life. On the one hand, education of our children, their marriage, our retirement etc. are some of the planned events of our life, but at the same time, some medical urgency, accident or death of an earning member might be some unplanned events. Many of these events are beyond our control, but the availability of funds can be planned to avoid any financial distress. In other words, we cannot stop the rain but can plan for an umbrella.*

*This course looks at the many challenges an individual faces in a complex financial environment and the rising uncertainties of one's life. It focuses on achieving long-term financial comfort of individual and family through goal setting, developing financial and life strategies, acquiring personal financial planning knowledge and managing risk throughout one's life.*

### Course Educational Objectives:

- To build students' ability to plan for long-term financial comfort of individual and family through goal setting, developing financial and life strategies.
- To provide students with knowledge on terms, techniques to evaluate investment avenues.
- To build the skill set of the student to enable them to file their tax returns.

### UNIT 1 Basics of Financial Planning

Financial Planning Meaning, Need, Objectives, Financial Planning Process, Time Value of Money and its application using excel (NP)

### UNIT 2 Risk and Insurance Management

Need for insurance, Requirement of insurance interest, Role of insurance in personal finance, Steps in insurance planning, Life and Non-life insurance products, Life insurance

needs analysis (NP)

### **UNIT 3 Investment Products and Measuring Investment Returns**

**Investment Products:** Small Saving Instruments, Fixed Income Instruments, Alternate Investments, Direct Equity

**Measuring Investment Returns:** Understanding Return and its concept, Compounding concept, Real vs Nominal Rate of Return, Tax Adjusted Return, Risk-Adjusted Return (NP)

### **UNIT 4 Retirement Planning**

Introduction to the retirement planning process, estimating retirement corpus, Determining the retirement corpus, Retirement Products (NP)

### **UNIT 5 Tax Planning**

**Income Tax:** Income tax principles: Heads of Incomes, Exemptions and Deductions, Types of Assesses, Rates of Taxation, Obligations for Filing and Reporting, Tax aspects of Investment Products, Wealth Tax

#### **Textbooks:**

1. National Institute of Securities Management (NISM) Module 1 & XA
2. Madhu Sinha, Financial Planning, 2 Edition, McGraw Hill India
3. Simplified Financial Management by Vinay Bhagwat, The Times Group

#### **References:**

1. Personal Financial Planning (Wealth Management) by S Murali and K R Subbakrishna, Himalaya Publishing House.
2. Mishra K.C., Doss S, (2009). Basics of Personal Financial Planning 1e. National Insurance Academy, New Delhi: Cengage Learning.
3. Risk Analysis, Insurance and Retirement Planning by Indian Institute of Banking and Finance.

#### **Course Outcomes:**

1. Describe the financial planning process and application of time value of money
2. Application of life and non-life insurance products in financial planning
3. Understand the investment avenues and analysis of investment returns
4. Understand the retirement planning and its application
5. Describe and analysis the Tax Planning

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1   | 1   | 0   | 0   | 1   | 0   | 0   | 1   | 1   | 1    | 0    | 3    | 1    | 1    | 3    |
| CO2 | 2   | 2   | 0   | 0   | 1   | 1   | 1   | 1   | 0   | 1    | 1    | 3    | 1    | 1    | 2    |
| CO3 | 3   | 2   | 1   | 0   | 1   | 0   | 0   | 1   | 0   | 1    | 1    | 3    | 2    | 2    | 3    |
| CO4 | 3   | 2   | 0   | 1   | 1   | 0   | 1   | 1   | 0   | 1    | 1    | 2    | 2    | 3    | 2    |
| CO5 | 3   | 3   | 0   | 1   | 1   | 1   | 2   | 1   | 0   | 1    | 1    | 1    | 2    | 2    | 3    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS : 01-02-2022****ACADEMIC COUNCIL: 01-04-2022****SDG No. & Statement:**

Goal 4: Quality education

Goal 12: Responsible consumption and Production

**SDG Justification:**

Goal 4: This course enables the students to attain their financial literacy that builds in the discipline of saving and improves their lifelong learnings.

Goal 12: This course ensures sustainable consumption and helps in providing them their life long financial requirements .

| LANG1012            | COMMUNICATION SKILLS IN ENGLISH –<br>INTERMEDIATE | L | T | P | S | J | C |
|---------------------|---------------------------------------------------|---|---|---|---|---|---|
|                     |                                                   | 0 | 0 | 4 | 0 | 0 | 2 |
| Pre-requisite       | None                                              |   |   |   |   |   |   |
| Co-requisite        | None                                              |   |   |   |   |   |   |
| Preferable exposure | None                                              |   |   |   |   |   |   |

### Course Description

Communication Skills in English (Intermediate) is the second of the three-level graded courses for the developmental enhancement of communication skills in English. Based on the learning outcomes set in the beginner-level syllabus, this course focuses on giving learners more exposure to the use of language for communicative purposes and equipping them with next level skills (ref. Bloom's taxonomy) and practice in complexity and cognitive engagement. This course also includes the inferential level of comprehension (listening and reading) that involves analysis and application of language skills and decision-making skills while speaking/writing with an awareness of social and personality-based communication variations. This course emphasizes guided writing through adequate pre- and post-context building tasks. The focus is on the stimulation and application of critical thinking in addition to schematic review for communication in real-life situations.

### Course Educational Objectives

- Train learners to listen to short audio texts with familiar content actively; guided activity like question-making and responding to others' questions based on the audio text would help learners engage in transactional dialogue; extended activities like extrapolating/critiquing the responses would help learners enhance their schematic thinking. (Bloom's Taxonomy Level/s: 2 & 4)
- Equip learners with strategies to read actively and critically and understand the writers' viewpoints and attitude by providing reading comprehension tasks using authentic texts such as op-ed articles from newspapers, and reports on contemporary problems. (Bloom's Taxonomy Level/s: 4 & 5)
- Help learners understand various aspects and techniques of effective presentations (group/individual) through demonstration and modelling, enabling them to develop their presentation skills by providing training in using the tips and strategies. Learners would be encouraged to observe and express opinion on teacher-modelling. Reflection on issues like anxiety, stage-fear, confidence, and levels of familiarity with topic and audience would be addressed. Practice would be given on tone, pitch, clarity and other speech aspects. Detailed peer feedback and instructor's feedback would cover all the significant aspects. (Bloom's Taxonomy Level/s: 2 & 4)
- Enable learners to become aware of the structure and conventions of academic writing through reading, demonstration, scaffolding activities, and

discussion. Corrective individual feedback would be given to the learners on their writing. (Bloom's Taxonomy Level/s: 2 & 3)

### List of Tasks and Activities

| S. No. | Tasks                                                                                                                                                                                                                                                             | Activities                                                                                                                                                                                              |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | Listening to subject related short discussions/explanations/ speech for comprehension                                                                                                                                                                             | Pre-reading group discussion, Silent reading (Note-making), Modelling (questioning), Post-reading reflection /Presentation                                                                              |
| 2      | Asking for information: asking questions related to the content, context maintaining modalities                                                                                                                                                                   | Group role-play in a context (i.e. Identifying the situation and different roles and enacting their roles)                                                                                              |
| 3      | Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback                                                                                 | Pre-reading game/modelling, discussion in small groups, individual writing, and feedback                                                                                                                |
| 4      | Introducing officials to peers and vice versa - Formal context                                                                                                                                                                                                    | AV support, noticing, individual performance (3-4), pair work (in context), teacher modelling, group work for introducing self and others in a formal context                                           |
| 5      | Vocabulary in context: Find clues in a text and use them to guess the meaning of words/phrases.<br><br>Apply the newly learnt vocabulary in communication (speaking and writing).                                                                                 | Comprehending verbal communication. Identifying the contextual clues in oral and written texts; guessing the meaning of words/phrases in context while reading texts and listening to discussions/talks |
| 6      | Follow the essentials of lectures, talks, discussions, reports and other forms of academic presentations and mark individual and group presentations aided with images, audio, video, tabular data, etc.                                                          | Making power point presentation aided with images, audio, video, etc. with a small group by listening to academic lectures/talks/discussions, etc.                                                      |
| 7      | Collaborative work (speaking and writing) in small groups of 3 or 4 learners: discussing a general/discipline-specific topic: creating outline, assigning specific roles to members of the group; and group presentation followed by peer and instructor feedback | Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), feedback                                                                                                |
| 8      | Independent reading of different text types using appropriate reference sources by adapting suitable reading styles and speed. Focus on active reading for vocabulary: low-frequency collocations and idiomatic expressions.                                      | Brain-storming, mapping of key terms (content specific), reading and note-making (individual), oral questioning, discussion                                                                             |

|    |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                    |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9  | Role-play (specific social and academic situations): planning (making notes), understanding nuances of speaking in context, coordinating with situational clues and fellow speakers/participants                                                                                                          | Peer discussion for outline, A-V support, observing (teacher modelling), role play (guided), role-play (free), feedback                                                            |
| 10 | Writing a short reflective report of an event - incident/meeting/celebration                                                                                                                                                                                                                              | Writing a report on meetings/celebrations/events etc. by actively involved in such events and giving a short oral presentation.                                                    |
| 11 | Formal Group Discussion on topics of current interest and relevance; focus on effective participation, reflection on control over argument/counter argument, and adherence to the conventions of formal GD                                                                                                | Noticing strategies from AV modelling, teacher scaffolding through open-house discussion, Note-making (Group work), Group Discussion (free), post-performance discussion, Feedback |
| 12 | Speaking spontaneously on topics of interest and writing short structured essays on the same topics adopting appropriate academic conventions and grammatical accuracy. Make sure to write accurate paragraph and essay by following: cohesion and coherence, topic sentence, introduction and conclusion | Reading for task preparation, note-making, reflection and corrective peer and teacher feedback. Practice paragraph and essay writing in groups; maintain rubrics of writing        |

### Reference Books

1. P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Basic Communication Skills. Foundation Books. CUP
2. Harmer, J. (1998). How to teach English. Longman
3. Sanjay Kumar & Pushp Lata. (2018). Communication Skills: A Workbook. OUP.
4. Cambridge IGCSE: English as a Second Language Teacher's Book Fourth Edition. By Peter Lucantoni. CUP (2014).
5. Cambridge Academic English: An Integrated Skills Course for EAP (Upper Intermediate) By Martin Hewings, CUP (2012)
6. Richards, J.C. and Bohlke, D. (2012). Four Corners-3. Cambridge: CUP.
7. Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-2 by Sarah Philpot. OUP
8. Latham-Koenig, C. & Oxenden, C. (2014). American English File. Oxford: OUP.
9. McCarthy, M. & O'Dell, F. (2016). Academic Vocabulary in Use. Cambridge: CUP

### Online Resources

1. <https://www.grammarly.com/blog/>
2. <https://www.nationalgeographic.org/education/>
3. <https://www.bbc.co.uk/teach/skillswise/english/zig4scw>
4. <https://www.englishclub.com/>
5. <https://www.oxfordlearnersdictionaries.com/>
6. <https://dictionary.cambridge.org/>
7. [learnenglishteensofbritishcouncil.org](http://learnenglishteensofbritishcouncil.org)
8. <https://freerice.com/categories/english-vocabulary>



9. <http://www.5minuteenglish.com/>
10. <https://breakingnewsenglish.com/>
11. <https://www.digitalbook.io/>
12. <https://librivox.org/>

### Course Outcomes

- Understand the speaker's point of view in fairly extended talks on general or discipline-specific topics, and follow simple lines of argument in discussions on familiar contemporary issues. (Bloom's Taxonomy Level/s: 3)
- "Read and demonstrate understanding of articles and reports on limited range of contemporary issues in which the writers adopt particular stances. Also provide samples of written communication containing fairly complex information and reasons for choices/opinions/stances. (Bloom's Taxonomy Level/s: 2 & 3)"
- Make short presentations on a limited range of general topics using slides, and engage in small group discussions sharing experiences/views on familiar contemporary issues and give reasons for choices/opinions/plans. (Bloom's Taxonomy Level/s: 3 & 4)
- Write clear, fairly detailed text (a short essay) on a limited range of general topics, and subjects of interest, and communicate clearly through email/letter to seek/pass on information or give reasons for choices/opinions/plans/actions. (Bloom's Taxonomy Level/s: 3)
- Reflect on others' performance, give peer feedback on fellow learners' presentations, responses to writing tasks and reading comprehension questions. (Bloom's Taxonomy Level/s: 5)

| CO-PO Mapping:                                                        |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |
|-----------------------------------------------------------------------|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
|                                                                       | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PO 12 | PO 13 | PO 14 | PO 15 | PO 16 | PSO 1 | PSO 2 | PSO 3 | PSO 4 |
| CO1                                                                   | 3    | 3    | 3    | 3    | 2    | 1    | 1    | 1    | 2    | 1     | 2     | 1     | 1     | 1     | 1     | 2     | 3     | 1     | 1     | 1     |
| CO2                                                                   | 2    | 2    | 2    | 3    | 3    | 2    | 1    | 1    | 2    | 2     | 1     | 1     | 2     | 1     | 1     | 1     | 3     | 2     | 2     | 1     |
| CO3                                                                   | 2    | 3    | 2    | 3    | 3    | 1    | 3    | 2    | 2    | 2     | 2     | 1     | 2     | 1     | 1     | 2     | 3     | 2     | 2     | 1     |
| CO4                                                                   | 2    | 3    | 3    | 3    | 3    | 1    | 2    | 1    | 2    | 2     | 1     | 1     | 2     | 1     | 1     | 1     | 3     | 2     | 1     | 1     |
| CO5                                                                   | 3    | 3    | 2    | 3    | 3    | 1    | 3    | 2    | 1    | 2     | 1     | 2     | 2     | 1     | 1     | 2     | 3     | 1     | 2     | 1     |
| Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation |      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |

APPROVED IN:

BOS :

ACADEMIC COUNCIL:

SDG No. & Statement:

SDG 16 Peace and Justice Strong Institutions. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**SDG Justification:** By relating to people with empathy, employing creative problem-solving strategies and engaging meaningfully in a diverse world will create inclusive societies for sustainable development.

| LANG1022            | COMMUNICATION SKILLS IN ENGLISH –<br>ADVANCED | L | T | P | S | J | C |
|---------------------|-----------------------------------------------|---|---|---|---|---|---|
|                     |                                               | 0 | 0 | 4 | 0 | 0 | 2 |
| Pre-requisite       | None                                          |   |   |   |   |   |   |
| Co-requisite        | None                                          |   |   |   |   |   |   |
| Preferable exposure | None                                          |   |   |   |   |   |   |

## Course Description

Communication Skills in English (Advanced) is the third of the three-level graded courses for the developmental enhancement of communication skills in English. Based on the learning outcomes set in the upper-intermediate syllabus, this course focuses on giving learners exposure to higher levels of skills/input processing (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course includes an advanced level of comprehension i.e. analytical, evaluative, and extrapolative processing (listening and reading). It involves problem-solving, logical reasoning, and decision-making skills in terms of the application of the learning (speaking/writing) with an awareness of social and personality-based variations in communication. This course provides opportunities for activity-based practice of advanced oral and written communicative skills besides building awareness of the finer nuances of language use for various purposes. This course emphasizes free writing through meaningfully engaging pre- and post-context-building tasks. There is ample scope for applying critical thinking through simulated activities for effective communication in real-life situations.

## Course Objectives

1. Enable learners to listen actively, become aware of tone and attitude in speech, and demonstrate their comprehension of fairly complex lines of argument presented by a variety of speakers in talks/presentations/discussions. (Bloom's Taxonomy Level/s: 2 & 4)
2. Enable learners to become aware of tone and attitude in written texts, and demonstrate their comprehension of fairly complex lines of argument and points of view presented in a variety of texts by equipping them with upper intermediate to advanced level reading skills and strategies.
3. Make effective presentations, engage in formal group discussions, and write structured essays/ short reports to highlight the significance of actions/decisions/experiences, and sustain views by providing relevant evidence and argument.
4. Equip learners with the skills and strategies to communicate effectively in speech and writing using the language with a degree of fluency, accuracy and spontaneity, and fairly good grammatical control adopting a level of formality appropriate to the context. Encourage learners to apply their knowledge of language and their communication skills in real life situations.

**List of Activities & Tasks for Assessment**

| S.No. | Tasks                                                                                                                                                                                                                                                                                                           | Activities                                                                                                                                                                                     | CO |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 1     | Evaluative and extrapolative reading of a longtext/short text on a current topic related to technology and society, identifying and questioning the author's intention, post- reading discussion in small groups, maintaining group dynamics, arriving at a consensus. Understanding and inferring the meaning. | Pre-reading group discussion, silent reading (Note-making), modelling (questioning), post-reading reflection and brief presentation of thoughts/ideas/opinions on the theme of the text        | 3  |
| 2     | Debate in pairs based on listening to two recorded contemporary speeches by well-known leaders in different fields. Peer feedback and instructor feedback.                                                                                                                                                      | Pre-recorded audio/video for listening, student checklist for noticing keywords/concepts, pre-task orientation (by teacher), pair work, feedback                                               | 1  |
| 3     | Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer (among students), modification, editing, proofreading, and feedback before the final version is done                      | Pre-reading game/modelling, discussion in small groups, independent writing and feedback                                                                                                       | 4  |
| 4     | Expressing opinion on a short argumentative text (e.g. a journal article or a newspaper editorial) and justifying one's opinion/stance; focus on the use of appropriate conventions of formal and polite speech, and managing bias                                                                              | Listening to group discussions/debates, reading newspaper articles on current issues and expressing opinions in favour or against the topic (in GDs, debates or writing argumentative essays). | 3  |
| 5     | Collaborative writing in groups of 3 -4 on topics that would require data collection and reading followed by recorded peer-reflection and peer-feedback, group presentation and feedback                                                                                                                        | Pre-task modelling (peer), general discussion on structure, group work (collaboration), presentation, peer feedback, Open-class discussion                                                     | 5  |
| 6     | Writing a statement of purpose<br>Discuss all details about the student academic and professional background, highlighting the student accomplishments,                                                                                                                                                         | Reading & discussion of sample statement of purposes. Discuss the content in groups and know whether all mentioned details are present. Do practice writing after lecture and discussion.      | 2  |

|  |                                                           |                                            |  |
|--|-----------------------------------------------------------|--------------------------------------------|--|
|  | goals, and how a student fit to the education applied to. | Make sure to adopt a proper writing style. |  |
|--|-----------------------------------------------------------|--------------------------------------------|--|

|    |                                                                                                                                                    |                                                                                                                                                                                                                                                                                 |   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 7  | Mind-mapping for advanced reading, making correlations across texts, extending the author's point of view                                          | Reading texts on abstract topics and comprehending the author's perspective by inferring the unknown words' meaning in the context and making notes using mind-map strategy and presenting it orally.                                                                           | 3 |
| 8  | Handling question and answer sessions after presentations: justifying arguments, taking counter-arguments, agreeing and disagreeing with rationale | Listening to some lectures, talks, and presentations in the academic seminars and adapting some strategies to handle the Q&A sessions using polite and formal expressions to agree or disagree with the statements.                                                             | 1 |
| 9  | Learn resume and cover letter format & introduce different interview modes. Modelling an interview: with a panel of four judges (peers)            | Pre-task activity for orientation/strategies (controlled/guided), Model interview (AV support), Group work (role play), Interview in pair (one-to-one), Interview in group (many-to-one), oral corrective feedback (peer/teacher)                                               | 2 |
| 10 | Speaking on abstract and complex topics beyond his/her own area of interest/field of study, using the language flexibly and effectively.           | Reading texts on abstract topics and comprehending the author's perspectives. Similarly, listening to talks and discussions on an abstract topic of other discipline and making short oral presentation by sharing views and opinions.                                          | 3 |
| 11 | Self-reflection on own speech in context (recorded): tone, pitch, relevance, content; extending the reflections/ideas to others                    | Listening to selected general discussions (audios and videos) and observing the language production. Recording own speech on some general topic and providing a critical review (self-reflection) on it by focusing on the tone, expressions and relevance of the content, etc. | 1 |

|    |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                           |   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 12 | Collaborative and individual tasks: planning, preparing (preparing an outline, structure, setting objectives, and presenting the plan of action) and executing a mini-project, and submitting a brief report on the same peer and instructor feedback after the planning stage and on completion of the mini project | Pre-task modelling (peer/teacher), general discussion on structure, groupwork (collaboration), oral correction, task distribution, presentation, feedback | 5 |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---|

### Reference Books

1. Latham-Koenig, C. & Oxenden, C. (2014). American English File-5. Oxford: OUPRichards,
2. J.C. and Bohlke, D. (2012). Four Corners-4. Cambridge: CUP.
3. Cambridge Academic English: An Integrated Skills Course for EAP (Advanced) By Martin Hewings and Craig Thaine, CUP (2012)
4. Berlin, A. (2016). 50 Conversation Classes: 50 Sets of Conversation Cards With an Accompanying Activity Sheet Containing Vocabulary, Idioms and Grammar. Poland: CreateSpace Independent Publishing Platform
5. Zemach, D. E., Islam, C. (2011). Writing Paragraphs: From Sentence to Paragraph. Germany: Macmillan Education.
6. Stewart, J. P., Fulop, D. (2019). Mastering the Art of Oral Presentations: Winning Orals, Speeches, and Stand-Up Presentations. United Kingdom: Wiley.
7. Kroehnert, Gary. (2010). Basic Presentation Skills. Sidney: McGraw Hill.
8. Cunningham, S. & Moor, P. (nd). Cutting Edge (Advanced) With Phrase Builder. Longman Publishers. CUP
9. McCarthy, M & O'Dell, F. (2017). English Idioms in Use (Advanced). Cambridge: CUP. Online

### Resources

1. <https://www.grammarly.com/blog/>
2. <https://www.nationalgeographic.org/education/>
3. <https://www.bbc.co.uk/teach/skillswise/english/zjg4scw>
4. <https://www.englishclub.com/>
5. <https://www.oxfordlearnersdictionaries.com/>
6. <https://dictionary.cambridge.org/>
7. [learnenglishteens.britishcouncil.org](http://learnenglishteens.britishcouncil.org)
8. <https://freerice.com/categories/english-vocabulary>
9. <http://www.5minuteenglish.com/>
10. <https://breakingnewsenglish.com/>
11. <https://www.digitalbook.io/>

12. <https://librivox.org/>

### Course Outcomes

- Listen to extended lectures, presentations, and discussions on a wide range of contemporary issues and demonstrate understanding of relatively complex lines of argument. (Bloom's Taxonomy Level/s: 2)
- Make presentations using suitable AV aids and engage in formal group discussions on a wide range of topics of contemporary interest, demonstrating awareness of standard/widely accepted conventions. (Bloom's Taxonomy Level/s: 3)
- Read and demonstrate understanding of the writer's stance/viewpoint in articles and reports on a wide range of contemporary issues and discipline-specific subjects. (Bloom's Taxonomy Level/s: 2 & 4)
- Write analytical essays on a wide range of general topics/subjects of interest, and engage in written communication (emails/concise reports) to exchange relatively complex information, giving reasons in support of or against a particular stance/point of view. (Bloom's Taxonomy Level/s: 3 & 4)
- Complete a mini project that necessitates the use of fairly advanced communication skills to accomplish a variety of tasks and submit a report in the given format. (Bloom's Taxonomy Level/s: 4 & 5)

| CO-PO Mapping:                                                        |             |             |         |             |             |         |             |         |             |              |              |              |              |              |              |              |           |           |          |          |
|-----------------------------------------------------------------------|-------------|-------------|---------|-------------|-------------|---------|-------------|---------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-----------|-----------|----------|----------|
|                                                                       | P<br>O<br>1 | P<br>O<br>2 | PO<br>3 | P<br>O<br>4 | P<br>O<br>5 | PO<br>6 | P<br>O<br>7 | PO<br>8 | P<br>O<br>9 | P<br>O<br>10 | P<br>O<br>11 | P<br>O<br>12 | P<br>O<br>13 | P<br>O<br>14 | P<br>O<br>15 | P<br>O<br>16 | PS<br>O 1 | PS<br>O 2 | PSO<br>3 | PSO<br>4 |
| CO<br>1                                                               | 2           | 3           | 2       | 3           | 3           | 1       | 2           | 2       | 2           | 3            | 2            | 2            | 1            | 1            | 1            | 2            | 3         | 3         | 1        | 1        |
| CO<br>2                                                               | 2           | 3           | 2       | 3           | 3           | 1       | 3           | 3       | 3           | 3            | 2            | 2            | 2            | 1            | 1            | 2            | 3         | 3         | 1        | 1        |
| CO<br>3                                                               | 2           | 3           | 1       | 3           | 3           | 2       | 1           | 1       | 2           | 1            | 2            | 2            | 1            | 1            | 1            | 2            | 3         | 3         | 2        | 1        |
| CO<br>4                                                               | 3           | 3           | 3       | 3           | 3           | 2       | 1           | 1       | 3           | 2            | 2            | 2            | 1            | 1            | 1            | 1            | 3         | 3         | 2        | 1        |
| CO<br>5                                                               | 3           | 3           | 3       | 3           | 3           | 3       | 2           | 2       | 3           | 3            | 2            | 2            | 3            | 1            | 1            | 1            | 3         | 3         | 2        | 1        |
| Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation |             |             |         |             |             |         |             |         |             |              |              |              |              |              |              |              |           |           |          |          |

**APPROVED IN:****BOS :****ACADEMIC COUNCIL:****SDG No. & Statement:**

SDG 16 Peace and Justice Strong Institutions. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**SDG Justification:** By relating to people with empathy, employing creative problem-solving strategies and engaging meaningfully in a diverse world will create inclusive societies for sustainable development.



| MFST1001            | HEALTH & WELLBEING | L | T | P | S | J | C  |
|---------------------|--------------------|---|---|---|---|---|----|
|                     |                    | 0 | 0 | 2 | 0 | 0 | 1* |
| Pre-requisite       | None               |   |   |   |   |   |    |
| Co-requisite        | None               |   |   |   |   |   |    |
| Preferable exposure | None               |   |   |   |   |   |    |

**Course Description:**

*The course provides the students a better understanding of the role of a proper diet in maintenance of human health. This course emphasizes the composition of the food, and will help to understand how to exercise, the role of sports and physical fitness in development of a good health. The course also focuses on the importance of emotional well-being and mindfulness. This course helps in teaching the role of yoga in maintenance of physical balance.*

**Course Educational Objectives:**

- To provide an understanding of the relationship between food and nutrition
- To emphasize the role of exercise, sports and physical fitness in obtaining a good health
- To explain about the mindfulness and emotional well being
- To teach the role of yoga and meditation in maintaining the body balance

**UNIT 1**

Understand the relationship between Food and Nutrition and how food composition affects nutritional characteristics. Knowledge about regulatory principles in determining diets and recommended daily allowances. Understand how to create personalised diet/nutrition plans.

**UNIT 2**

Understand how exercise, activity and sports helps in developing good health. Experiential exposure to the role of proper, specific nutritional interventions along with structured activities on developing proper physical health. Practical exercises and assignments in sports and exercise regimes.

**UNIT 3**

Introduction to emotional wellbeing and mindfulness. Teaching of mindfulness practices to reduce stress, increase relaxation and improve mental wellbeing.

**UNIT 4**

Introduction to Yoga theory and how Yoga helps in maintaining balance in the body. Practice of Yoga and meditation to improve overall emotional and physical balance. Practical yoga exercises and meditation techniques

**Course Outcomes:**

By the end of the course, student will

1. Learn the role of nutrition and diet in maintaining a good health
2. understand how the exercise, sports and physical activities will improve health
3. learn mindfulness practices for reducing stress
4. know the importance of yoga and meditation

**APPROVED IN:**

**BOS :01-02-2022**

**ACADEMIC COUNCIL: 01-04-2022**

**SDG No. & Statement:**

**SDG Justification:**

| PHPY1001            | GANDHI FOR THE 21ST CENTURY | L | T | P | S | J | C  |
|---------------------|-----------------------------|---|---|---|---|---|----|
|                     |                             | 2 | 0 | 0 | 0 | 0 | 2* |
| Pre-requisite       | None                        |   |   |   |   |   |    |
| Co-requisite        | None                        |   |   |   |   |   |    |
| Preferable exposure | None                        |   |   |   |   |   |    |

**Course Description:**

*This course provides the students with basic knowledge on Gandhi's early life, transformations in South Africa and his entry into India's national movement. While going through the social-political, economic, and educational philosophies of Gandhi, the course analyses how his ideologies are relevant even in the 21st century.*

**Course Educational Objectives:**

The objectives of the course are;

- To provide the students with the basic knowledge on Gandhi's life and his philosophies
- To understand the early influences and transformations in Gandhi
- To analyse the role of Gandhi in India's national movement
- To apply Gandhian Ethics while analysing the contemporary social/political issues
- To appreciate the conflict resolution techniques put forward by Gandhi and its significance in the current scenario.

**UNIT 1 MK Gandhi: Childhood and Education**

M K Gandhi, Formative Years (1869-1893): Early childhood - study in England - Indian influences, early Western influences.

**UNIT 2 From Mohan to Mahatma-South African Experiences**

Gandhi in South Africa (1893-1914): South African Experiences - civil right movements in South Africa - invention of Satyagraha - Phoenix settlement- Tolstoy Farm - experiments in Sarvodaya, education, and sustainable livelihood.

**UNIT 3 Gandhi and Indian National Movement**

Gandhi and Indian National Movement (1915-1947): Introduction of Satyagraha in Indian soil - non-cooperation movement - call for women's participation - social boycott - Quit-India movement - fighting against untouchability - Partition of India- independence.

**UNIT 4                    Gandhi and Sustainable Development**

Gandhian Constructive Programs-Eleven Vows-Sarvodaya-Seven Social Sins-Gandhian Economics and Sustainable Development

**UNIT 5                    Gandhi and Contemporary Issues**

Conflict Resolution Techniques of Gandhi-Ecological Challenges and Gandhian solutions-Gandhian Ethics-An Analysis

**References:**

1. Gandhi, M K. (1941). *Constructive Programme*. Ahmadabad: Navjivan Publishing House
2. Gandhi, M. K. (1948). *The Story of My Experiments with Truth*. Ahmadabad: Navjivan PublishingHouse
3. Gandhi, M K. (1968). *Satyagraha in South Africa*. Ahmadabad: Navjivan Publishing House.
4. Khoshoo, T N (1995). *Mahatma Gandhi: An Apostle of Applied Human Ecology*. New Delhi:TERI
5. Kripalani, J.B. (1970). *Gandhi: His Life and Thought*. New Delhi: Publications Division.
6. Narayan, Rajdeva (2011). *Ecological Perceptions in Gandhism and Marxism*. Muzaffarpur:NISLS
7. Pandey, J. (1998). *Gandhi and 21st Century*. New Delhi: Concept.
8. Weber, Thomas (2007). *Gandhi as Disciple and Mentor*. New Delhi: CUP

**Course Outcomes:**

After the successful completion of the course the students will be able to;

1. Understand the life of Gandhi
2. Appreciate the role of Gandhian non-violence and Satyagraha in India's freedom struggle.
3. Critically examine the philosophy of Gandhi on Education, Sarvodaya, and Satyagraha
4. Analyse the contemporary significance of Gandhian constructive programmes and eleven vows
5. Examine the possible solutions for some of the contemporary challenges like environmentalissues, moral degradation and ethical dilemmas.

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3   | 2   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 2    | 2    | 3    | 3    | 3    | 3    |
| CO2 | 3   | 3   | 2   | 3   | 2   | 3   | 3   | 3   | 3   | 2    | 3    | 2    | 3    | 2    | 3    |
| CO3 | 3   | 3   | 3   | 2   | 3   | 2   | 2   | 3   | 3   | 2    | 2    | 3    | 2    | 3    | 2    |
| CO4 | 3   | 2   | 2   | 3   | 3   | 2   | 2   | 3   | 3   | 2    | 3    | 2    | 3    | 3    | 2    |
| CO5 | 3   | 3   | 2   | 2   | 3   | 3   | 3   | 3   | 3   | 3    | 2    | 2    | 2    | 3    | 3    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :01-02-2022**

**ACADEMIC COUNCIL: 01-04-2022**

**SDG No. & Statement:**

SDG-4: Ensure Inclusive And Equitable Quality Education And Promote Lifelong Learning Opportunities For All.

Sdg-8: Promote Sustained, Inclusive And Sustainable Economic Growth, Full And Productive Employment And Decent Work For All

**SDG Justification:**

Statement: This course promotes the education for all the people without considering their religion, caste, gender and regional differences.

Statement: This course deals with the basic concepts of national income and employment to understand the national level scenario of how an economy is growing and providing employment.

| POLS1001            | Indian Constitution and History | L | T | P | S | J | C  |
|---------------------|---------------------------------|---|---|---|---|---|----|
|                     |                                 | 2 | 0 | 0 | 0 | 0 | 2* |
| Pre-requisite       | None                            |   |   |   |   |   |    |
| Co-requisite        | None                            |   |   |   |   |   |    |
| Preferable exposure | None                            |   |   |   |   |   |    |

**Course Description:**

*This course analyzes the basic structure and operative dimensions of the Indian Constitution. It explores various aspects of the Indian political and legal system from a historical perspective highlighting the various events that led to the making of the Indian Constitution. The course also deals with various challenges faced by the constitution and its coping mechanisms. Broadly, the students would understand and explain the working of different institutions and political debates ensuing from the operation of the Indian constitution in action.*

**Course Educational Objectives:**

- To introduce constitutional history of India.
- To explain the process of making Indian constitution
- To analyze Fundamental of Rights, Duties and other principles in constitution
- To create familiarity with political developments which shaped the constitution.

**UNIT 1 India as a Nation****6 hours**

Khilani, S. (2004). *Introduction, The Idea of India*, Chapter 1. New Delhi: Penguin Books, pp. 1-15.

Rowat, D. (1950). 'India: The Making of a Nation', *International Journal*, 5(2), 95-108.  
doi:10.2307/40194264

Brass, P. (2018). 'Continuities and Discontinuities between pre- and post-Independence India', Chapter 1.

*The Politics of Idea since independence*, New Delhi: Cambridge University Press. pp. 1-30.

**UNIT 2 Understanding the Constitution****6 hours**

Mehta, U.S. (2011). 'Constitutionalism' in *The Oxford Companion to Politics in India*, (ed) by Nirja Gopal Jayal, and Pratap Bhanu Mehta, New Delhi: Oxford University Press. pp. 15-27.

Austin, G. (2016), 'The Constituent Assembly: Microcosm in Action' in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp. 1-25.

Beteille, Andre (2008): "Constitutional Morality," *Economic and Political Weekly*, Vol 43, Issue No 40

Prahladan, Vivek (2012): "Emergence of the Indian Constitution," *Economic and Political Weekly*, Vol 47, Issue No 07.

**UNIT 3                      The Preamble, Fundamental Rights and Directive Principles of State Policy                      6 hours**

Bhakshi, P.M. (2011). 'Preamble' in *The Constitution of India*, New Delhi: Universal Law. Pp. 1-5. Laxmikanth, M. (2017). 'Chapter IV: Preamble of the Constitution' in *Indian Polity*, Chennai: McGraw Hills.

Kumar, Virendra (2007): "Basic Structure of The Indian Constitution: Doctrine of Constitutionally Controlled Governance [From Kesavananda Bharati to I.R. Coelho]" *Journal of the Indian Law Institute*, Vol 49, No 3, pp 365-398.

Austin, G (2016), ' ' in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp.63-105.

Reddy, S (1980). Fundamental Ness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.

Bhatia, Gautam (2017): "The Supreme Court's Right to Privacy Judgement," *Economic and Political Weekly*, Vol 52, Issue No 44

**UNIT 4                      Citizenship                      6 hours**

Jayal, N.G. (2019). 'Reconfiguring citizenship in contemporary India' in *South Asia Journal of SouthAsian Studies*, pp.33-58.

Roy, Anupama. (2010). 'Chapter I: Enframing the citizen in contemporary times' in *Mapping Citizenship in India*, New Delhi: Oxford University Press.

Das, Veena (2010): "State, Citizenship and the Urban Poor," *Citizenship Studies*, Vol 15, pp 319-333. Valerian Rodrigue

**UNIT 5                      Separation and Distribution of Powers                      6 hours**

Pal, Ruma. (2016). 'Separation of Powers' in *The Oxford Handbook of the Indian Constitution*, (ed) by Sujit Choudhry, Madhav Khosla, and Pratap Bhanu Mehta, Delhi: Oxford University Press.

Bakshi, P. (1956). 'Comparative Law: Separation of Powers in India'. *American Bar Association Journal*, 42(6), 553-595.

Rao, P. (2005). 'Separation of Powers in a Democracy: The Indian Experience'. *Peace Research*, 37(1),113-122.

Kumar, Ashwani (2019): "Constitutional Rights, Judicial Review and Parliamentary Democracy,"

*Economic and Political Weekly*, Vol 51, Issue 15

Tillin, Louise. (2015). 'Introduction' in *Indian Federalism*. New Delhi: Oxford University Press. pp.1-30.

Chakrabarty, Bidyut and Rajendra Kumar Pandey. (2008). *Federalism' in Indian Government and Politics*, New Delhi: Sage Publications. pp. 35-53.

Arora, B. and Kailash, K. K. (2018). 'Beyond Quasi Federalism: Change and Continuity in IndianFederalism', in *Studies in Indian Politics*, pp. 1-7.

Agrawal, Pankhuri (2020): "COVID-19 and dwindling Indian Federalism," *Economic and PoliticalWeekly*, Vol 55, Issue No 26

### **Recommended Readings:**

De, Rohit. (2018). *A People's Constitution – The Everyday Life of Law in the Indian Republic*, USA:Princeton University Press.

Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, Oxford, 1966.

Lahoti, R.C. (2004). *Preamble: The Spirit and Backbone of the Constitution of India*. Delhi: EasternBook Company.

Rajeev Bhargava (ed), *Ethics and Politics of the Indian Constitution*, Oxford University Press, NewDelhi, 2008.

Subhash C. Kashyap, *Our Constitution*, National Book Trust, New Delhi, 2011.Tillin, Louise. (2015). *Indian Federalism*. New Delhi: Oxford University Press.

Zoya Hassan, E. Sridharan and R. Sudarshan (eds), *India's Living Constitution: Ideas, Practices,Controversies*, Permanent Black, New Delhi, 2002.

### **Course Outcomes:**

On the successful completion of the course students would be able to:

1. Demonstrate an understanding of the Constitution of India and how constitutional governance is carried out in India
2. Interpret knowledge of the Fundamental Rights and Duties of the Citizens as well as the Obligation of the state towards its citizens
3. Correlate familiarity with key political developments that have shaped the



Constitution and amended it from time to time.

4. Equip themselves to take up other courses in law after having done a foundation course on Indian Constitution

#### CO-PO Mapping:

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1   | 2   | 1   | 2   | 2   | 3   | 3   | 2   | 3   | 1    | 2    | 1    | 2    | 1    | 2    |
| CO2 | 1   | 1   | 2   | 1   | 2   | 2   | 3   | 2   | 3   | 1    | 2    | 1    | 1    | 2    | 1    |
| CO3 | 1   | 2   | 1   | 2   | 2   | 2   | 3   | 1   | 3   | 1    | 1    | 1    | 2    | 1    | 2    |
| CO4 | 1   | 1   | 1   | 2   | 2   | 2   | 3   | 1   | 3   | 1    | 1    | 1    | 1    | 1    | 2    |
| CO5 | 1   | 1   | 1   | 2   | 2   | 2   | 3   | 2   | 3   | 1    | 2    | 1    | 1    | 1    | 2    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

#### APPROVED IN:

**BOS :01-02-2022**

**ACADEMIC COUNCIL: 01-04-2022**

#### SDG No. & Statement:

SDG-16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

#### SDG Justification:

The course primarily talks about evolution of the constitutional institutions. Since the SDG-16 talks about the quality of the institutions, it is applicable here.

| VEDC1001            | VENTURE DEVELOPMENT | L | T | P | S | J | C |
|---------------------|---------------------|---|---|---|---|---|---|
|                     |                     | 0 | 0 | 0 | 2 | 0 | 2 |
| Pre-requisite       | None                |   |   |   |   |   |   |
| Co-requisite        | None                |   |   |   |   |   |   |
| Preferable exposure | None                |   |   |   |   |   |   |

### Course Description:

*India as part of its “Make in India” initiative has been focusing on creating incubation centers within educational institutions, with an aim to generate successful start-ups. These start-ups will become employment creators than employment seekers, which is the need of the hour for our country. This common course (university core) for all the disciplines is a foundation on venture development. It is an experiential course that starts with students discovering their deeper self in terms of how they might contribute to society by creating exciting new products and services that can become the basis of real businesses. The students learn about the emerging areas of knowledge that are the foundations of any successful company. They will learn how to develop insight into the problems and desires of different types of target customers, and from this, to identify the design drivers for a specific innovation. Students will learn specific design methods for new products and services. The students will learn that as important as the product or service itself, is a strategy for monetizing the innovation – for generating revenue, structuring the operating costs, and creating the operating profit needed to support the business, hire new employees, and expand forward. This course is aimed to be the beginning of what might be the most important journey of personal and career discovery so far in a student’s life, one with lasting impact. This is not just a course, but potentially, an important milestone in life that a student remembers warmly in the years to come.*

### Course Educational Objectives:

Students have the opportunity to:

- Discover who they are – Values, Skills, and Contribution to Society
- Understand how creativity works and permeates the innovation process
- Learn the basic processes and frameworks for successful innovation.
- Gain experience in going through the innovation process.
- Conduct field research to test or validate innovation concepts with target customers.

### UNIT 1 PERSONAL DISCOVERY

**4 hours**

Personal Values, Excite & Excel, Build a Team, Define Purpose, Mission Statement

## UNIT 2 IDEATION

**10 hours**

## Ideation & Impact, User Insights - Frameworks, Customer Interviews, Interpreting Results

## UNIT 3 SOLUTION DISCOVERY

**8 hours**

Concept Design, Competitive Analysis, Product Line Strategy, Prototyping Solutions, Reality Check

## UNIT 4 BUSINESS MODEL DISCOVERY

**4 hours**

Understand the Industry, Types of Business Model, Define Revenue Models, Define Operating Models, Define Customer Journey, Validate Business Model

## UNIT 5      DISCOVERY INTEGRATION

## Define Company Impact, Create Value, Tell Your Story

L – 15; Total Hours – 30

**Textbooks:**

1. Meyer and Lee, "Personal Discovery through Entrepreneurship", The Institute for Enterprise Growth, LLC. Boston, MA., USA.

### References:

1. Adi Ignatius (Editor-in-Chief), "Harvard Business Review", Harvard Business Publishing, Brighton, Massachusetts, 2021

**Course Outcomes:**

1. Identify one's values, strengths and weaknesses and their will to contribute to the society
2. Formulate an idea and validate it with customers
3. Demonstrate prototyping and analyse the competition for the product
4. Create business models for revenue generation and sustainability of their business
5. Come up with a pitch that can be used as the basis for actually starting a company based on an impactful innovation and societal impact

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     |     | 3   | 1   | 3   | 3   | 3    |      | 3    |      |      |      |
| CO2 |     | 3   |     | 3   | 1   | 3   | 2   | 1   | 3   | 3    | 1    | 3    |      |      |      |
| CO3 | 1   | 3   | 3   |     | 3   |     | 3   |     | 3   | 1    | 3    | 3    |      |      |      |
| CO4 |     |     |     |     | 1   | 1   | 3   | 3   | 3   | 1    | 3    | 1    |      |      |      |
| CO5 |     |     |     |     | 3   | 3   |     |     | 3   | 3    | 3    | 3    |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :<< date >>**

**ACADEMIC COUNCIL: <<date>>**

**SDG No. & Statement:**

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

17. Strengthen the means of implementation and revitalize the global partnership for sustainable development.

**SDG Justification:**

4. The course involves identifying one's personal values and working on real-life problems, thus forming the base to work on their passions even past the collegiate life.

17. The course is developed in collaboration with North-eastern University, USA and the training for the champions is being by North-eastern University.

# Faculty Core

| CHEM1001            | CHEMISTRY | L | T | P | S | J | C |
|---------------------|-----------|---|---|---|---|---|---|
|                     |           | 2 | 1 | 2 | 0 | 0 | 4 |
| Pre-requisite       | None      |   |   |   |   |   |   |
| Co- requisite       | None      |   |   |   |   |   |   |
| Preferable exposure | None      |   |   |   |   |   |   |

**Course Description:**

*This course enables the students to gain knowledge on various aspects of Water and its treatment, electrochemical energy systems, Construction of batteries, renewable energy sources, Semiconductors, Steel, Cement and Polymers, Corrosion and its control, nanomaterials, Analytical instruments, and applications. The knowledge gained in this course can be applied to the latest developments in technology.*

**Course Educational Objectives:**

1. To impart knowledge on various aspects of water and its treatment.
2. To study about electrochemical energy systems, renewable energy sources, solar cells, and their applications.
3. To gain knowledge on materials such as steel, cement, and polymers
4. To create awareness on corrosion and its control.
5. To introduce different types of nanomaterials.
6. To expose the students to latest instrumental techniques such as scanning electronic microscope (SEM) & transmission electron microscope (TEM).

**UNIT 1****Water and its treatment****9 Hours**

Water and its treatment: Introduction – hardness of water – Causes of hardness - Types of hardness: temporary and permanent – expression and units of hardness. Estimation of hardness of water by complexometric method. Potable water and its specifications. Steps involved in treatment of water – Disinfection of water by chlorination and ozonation- industrial water treatment- Boiler feed water and its treatment -internal conditioning– Calgon and Phosphate conditioning. External treatment of water – Ion exchange process. Desalination of water – Reverse osmosis.

**UNIT 2****Electrochemical Energy Systems****9 Hours**

Battery Technology: Basic concepts, battery characteristics, classification of batteries, Important applications of batteries, Classical batteries-dry/Leclanche cell, Modern batteries-zinc air, Lead-acid storage battery, lithium cells- Lithium-ion cell, Li MnO<sub>2</sub> cell. Fuel cells- Introduction - classification of fuel cells – hydrogen and oxygen fuel cell, propane, and oxygen fuel cell- Merits of fuel cell. **Renewable energy sources – Types of renewable energy sources. Semiconductors:** Definition, types of semiconductors: doping- n type and p – type semiconductors and applications. - **Solar cells:** Introduction, harnessing solar energy, Photovoltaic cell, solar water heaters.

**UNIT 3                                      Engineering materials and Polymer Chemistry                                      8 Hours**

**Steel** – Types of Steel, chemical composition – applications of alloy steels

**Cement:** Portland cement, constituents, Manufacture of Portland Cement, chemistry of setting and hardening of cement (hydration, hydrolysis, equations).

**Polymer Chemistry:** Concept of polymerization – Types of Polymerization, Chain growth polymerization – mechanisms of free radical and cationic polymerizations, Thermoplastic resins and Thermosetting resins: examples- Polyethylene, Styrene, Nylon 6,6 and Bakelite. and applications, Conducting polymers:– Examples – and applications.

**UNIT 4                                      Corrosion and its control                                      8 Hours**

Corrosion and Its Prevention: Electrochemical theory of corrosion, Corrosion due to dissimilar metal cells (galvanic cells), Corrosion due to differential aeration cells, Uniform corrosion, pitting corrosion and stress corrosion cracking, Effect of pH, temperature and dissolved oxygen on corrosion rate. Corrosion prevention and control by cathodic protection- protective coatings- paints.

**UNIT 5                                      Nanomaterials and Analytical Instrumental Techniques                                      8 Hours**

**Nanomaterials:** Introduction to nanomaterial: nanoparticles, nanocluster, carbon nanotube (CNT) and nanowires. Chemical synthesis of nanomaterials: sol-gel method. Characterization: Principle and applications of scanning electron microscope (SEM) and transmission electron microscope (TEM)

**Analytical Instrumental Techniques**

Review of electromagnetic spectrum, Quantization of energy. Absorption of radiation: Beer-Lambert's law. Principle and applications of pH metry, potentiometry, conductometry, IR and UV-spectroscopy with examples.

**Text Books:**

1. P.C. Jain and M. Jain, Engineering Chemistry, 15/e, Dhanapat Rai & Sons, Delhi (2014).
2. B.K. Sharma, Engineering Chemistry, Krishna Prakashan, Meerut.
3. O G Palanna, Engineering Chemistry, Tata McGraw Hill Education Private Limited, (2009).

**References:**

1. Sashi chawla, A Textbook of Engineering Chemistry, Dhanapath Rai and sons, (2003)
2. B.S Murthy and P. Shankar, A Text Book of NanoScience and NanoTechnology, University Press (2013).
3. S.S. Dara, A Textbook of Engineering Chemistry, S.Chand & Co, (2010)
4. N.Krishna Murthy and Anuradha, A text book of Engineering Chemistry, Murthy Publications (2014).
5. K. Sesha Maheshwaramma and Mridula Chugh, Engineering Chemistry, Pearson India Edn services, (2016).

**Course Outcomes:**

After the completion of the course, the student will be able to

1. List the important purification methods of water.
2. Illustrate the principles and applications of batteries, solar energy.
3. Explain the importance of materials such as steel, cement, and polymers

4. Identify different protective coatings.
5. Analyze the importance of nano materials and the principles of SEM and TEM.

## CHEMISTRY LABORATORY

### List of Experiments:

1. Determination of Mohr's salt by potentiometric method
2. Determination of strength of an acid by pH metric method
3. Determination of conductance by conductometric method
4. Determination of viscosity of a liquid
5. Determination of surface tension of a liquid
6. Determination of sulphuric acid in lead-acid storage cell
7. Determination of chromium (VI) in potassium dichromate
8. Determination of copper in a copper ore
9. Determination of Zinc by EDTA method.
10. Estimation of active chlorine content in Bleaching powder
11. Preparation of Phenol-Formaldehyde resin
12. Preparation of Urea-Formaldehyde resin
13. Thin layer chromatography
14. Preparation of TiO<sub>2</sub>/ZnO nano particles
15. SEM analysis of nano materials

### Textbooks:

1. Mendham J, Denney RC, Barnes JD, Thosmas M and Sivasankar B Vogel's Quantitative Chemical Analysis 6/e, Pearson publishers (2000).
2. N.K Bhasin and Sudha Rani Laboratory Manual on Engineering Chemistry 3/e, Dhanpat Rai Publishing Company (2007).

### Course Outcomes:

After the completion of the laboratory course, the student will be able to

1. explain the functioning of the instruments such as pH, Conductometric and Potentiometric methods.
2. identify different ores (Cr & Cu) and their usage in different fields (industry, software devices, electronic goods).
3. experiment with the physical parameter of organic compounds.
4. compare the viscosities of oils.
5. list the preparation of polymers and nano materials.

### CO-PO Mapping:



|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3   | 1   | 1   | 2   | 2   | 2   | 3   | 1   | 1   | 2    | 2    | 3    | 1    | 3    | 2    |
| CO2 | 3   | 2   | 1   | 1   | 3   | 3   | 3   | 2   | 1   | 1    | 3    | 3    | 1    | 3    | 3    |
| CO3 | 3   | 2   | 1   | 1   | 2   | 3   | 2   | 2   | 1   | 1    | 2    | 3    | 3    | 1    | 2    |
| CO4 | 3   | 2   | 2   | 1   | 2   | 3   | 3   | 2   | 2   | 1    | 2    | 3    | 3    | 2    | 2    |
| CO5 | 2   | 2   | 1   | 2   | 3   | 3   | 2   | 2   | 1   | 2    | 3    | 2    | 3    | 1    | 2    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

**SDG Justification:**

| CSEN1011            | PROBLEM SOLVING AND PROGRAMMING<br>WITH C           | L | T | P | S | J | C |
|---------------------|-----------------------------------------------------|---|---|---|---|---|---|
|                     |                                                     | 0 | 0 | 6 | 0 | 0 | 3 |
| Pre-requisite       | None                                                |   |   |   |   |   |   |
| Co-requisite        | None                                                |   |   |   |   |   |   |
| Preferable exposure | Familiarity with Computer system and its operation. |   |   |   |   |   |   |

**Course Description:**

The course is designed to enable the student to write programs for problem solving. After an introduction to program logic design using algorithms and flowcharts, converting the logic into programs is taught. The features of structured programming are explained with the C programming language as an example. This course lays the foundation both for developing program logic and for writing programs in C according to the developed logic.

**Course objectives:**

1. Familiarize the student with the steps involved in writing and running a compiled program.
2. Enable the student to build program logic with algorithms and flowcharts.
3. Explain with the features and constructs of C programming such as data types, expressions, loops, functions, arrays, pointers, and files.
4. Demonstrate the handling of variables and input-output operations in C.
5. Train the student to convert program logic into C language code using a top-down approach.

**Module I: Introduction to Computer Problem-Solving**

12Hours

Introduction, the Problem-Solving Aspect, Top-Down Design, Introduction to the idea of an algorithm, Introduction to Flowchart using Raptor tool.

**Introduction to C Language** – Structure of a C Program, Keywords, Identifiers, Data Types (int, float, char, unsigned int) and Variable declaration, Constants, Input / Output function. Operators, Expressions, Precedence and Associativity, Expression Evaluation, Type conversions.

**Exercises: Construct a flowchart and write a program to**

- Develop a calculator to convert time, distance, area, volume and temperature from one unit to another.
- Calculate simple and compound interest for various parameters specified by the user
- To enter marks of five subjects and calculate total, average and percentage.
- Calculate net salary of employee given basic, da, hra, pf and lic
- retrieve remainder after division of two numbers without using mod operator
- Convert an upper-case character to a lower-case character.
- Swap two numbers
- Enter two angles of a triangle and find the third angle.
- Check Least Significant Bit (LSB) of a number
- Input any number from user and check whether nth bit of the given number is set (1) or not (0)(hint: Use bitwise operators)

**Module II: Control Structures**

15 Hours

- **Control Structures:** Selection Statements (making decisions) – if, if-else, nested if, else if ladder and switch statements. Repetition statements (loops)-while, for, do-while statements, Nested Loops.
- Unconditional statements-break, continue, goto.
- Pointers – Pointer variable, pointer declaration, Initialization of pointer, accessing variables through pointers, pointers to pointers, pointers to void.

**Exercises: Construct a Flowchart and Write a Program to**

- Check whether the triangle is equilateral, isosceles, or scalene triangle.
- Check whether entered year is a leap year or not
- Find minimum among three numbers.
- Check whether a number is divisible by 5 and 11 or not.
- Check whether a number is positive, negative or zero using switch case.
- Design a calculator that performs arithmetic operations on two numbers using switch case
- Find Roots of a Quadratic Equation
- Find factorial of a number
- Check whether number is a palindrome or not
- Check whether number is perfect or not
- Convert a decimal number to binary number
- To find the sum of the series [  $1 - X^2/2! + X^4/4! - \dots$  ].
- Print following patterns  
\*  
\*  
\* \*  
\* \* \*  
\* \* \* \*  
A  
B B  
C C C  
D D D D  
E E E E  
1  
2 3  
4 5 6  
7 8 9 10
- Calculate the greatest common divisor of two numbers
- Generate first n numbers in the Fibonacci series
- Generate n prime numbers
- Swap two numbers using pointers.
- Performs all the five arithmetic operations using Pointers.

**Module III: Functions**

15 Hours

Functions-Designing Structured Programs, user defined function- function definition, function prototype, function call, Types of functions. Parameter Passing by value, parameter passing by address, Recursive functions. Dynamic Memory allocation Functions, pointers to functions. Storage classes-auto, register, static, extern.

**Exercises: Write a program using functions to**

- Print even and odd numbers in a given range
- Find power of a number
- Return maximum of given two numbers
- To print all strong numbers between given interval using functions.
- Check whether a number is prime, Armstrong or perfect number using functions.
- Demonstrate call by value and call by reference mechanisms.
- Find power of any number using recursion.
- Generate Fibonacci series using recursion
- Find product of two numbers using recursion
- Find the sum of digits of a number. Number must be passed to a function using pointers.
- Find GCD (HCF) of two numbers using recursion.
- Find LCM of two numbers using recursion.

**Module IV:            Arrays and Strings**

15 Hours

Arrays – Declaration and Definition of Array, accessing elements in array, Storing values in array, linear search, binary search, bubble sort, Two – dimensional arrays, multidimensional arrays. Arrays and Pointers, Pointer Arithmetic and arrays, array of pointers, Passing array to function.

Strings – Declaration and Definition of String, String Initialization, unformatted I/O functions, arrays of strings, string manipulation functions, string and pointers.

**Exercises: Write a program to**

- Find minimum and maximum element in an array
- Implement linear search.
- Sort an array in descending order.
- Given a two-dimensional array of integers and a row index, return the largest element in that row.
- Find transpose of a matrix.
- Perform multiplication of two matrices
- Count total number of vowels and consonants in a string.
- Reverse the given string without using String handling functions.
- Sort strings in dictionary order
- To perform addition of two matrices.
- Read an array of elements of size 'n' and find the largest and smallest number using functions
- find total number of alphabets, digits or special character in a string using function

**Module V:            Structures and Files**

15Hours

Structures–Declaration, initialization, accessing structures, operations on structures, structures containing arrays, structures containing pointers, nested structures, self-referential structures, arrays of structures, structures and functions, structures and pointers, unions.

Files – Concept of a file, Opening and Closing files, file input / output functions (standard library input / output functions for text files)

**Exercises: Write a program to**

- Store information of a student using structure
- Add two complex numbers by passing structures to a function
- Store information of 10 students using structures
- Store Employee information using nested structure

- Read file contents and display on console.
- Read numbers from a file and write even and odd numbers to separate file.
- Count characters, words and lines in a text file.

#### Textbooks(s)

- B. A. Forouzan and R. F. Gilberg, Computer Science: A Structured Programming Approach Using C, 3/e, Cengage Learning

#### Reference Book(s)

1. Jeri R Hanly, Elliot B Koffman, Problem Solving and Program Design in C, 7/e, Pearson Education, 2012.
2. B.W. Kernighan and Dennis M. Ritchie, The C Programming Language, 2/E, Pearson education, 2015.
3. B. Gottfried, Programming with C, 3/e, Schaum's outlines, McGraw Hill (India), 2017.
4. P. Dey and M Ghosh, Programming in C, 2/e, Oxford University Press, 2011.

#### Additional Exercises:

1. Given numbers x, y, and target, return whichever of x and y is closer to the target. If they have the same distance, return the smaller of the two
2. There are three friends Ram, Raheem and Robert. Ram's age is 20, Raheem is aged three times more than his friend Ram. After 8 years, he would be two and a half times of Ram's age. After further 8 years, how many times would he be of Rams age? Robert's age is 25 now. Now program your computer to determine the final ages of all the three people after 16 years and also show who is elder.
3. Given an actual time and an alarm clock time, both in "military" format (such as 0730 for 7:30am), print how many more minutes before the alarm rings. But if the time is after the alarm, print "Alarm already went off".
4. Let there be a scenario where you and your friend are going to a restaurant. You have lunch there every fourth day, and he has his lunch there every sixth day. How many days before you meet again for lunch at the same restaurant?
5. Two friends Suresh and Ramesh have m red candies and n green candies respectively. They want to arrange the candies in such a way that each row contains equal number of candies and also each row should have only red candies or green candies. Help them to arrange the candies in such a way that there are maximum number of candies in each row.
6. On a chessboard, positions are marked with a letter between a and h for the column and a number between 1 and 8 for the row. Given two position strings, return true if they have the same colour.
7. Given two strings s0 and s1, return whether they are anagrams of each other.
8. Write a program to encrypt and decrypt a password which is alphanumeric
9. Given a string, return the string with the first and second half swapped. If the string has odd length, leave the middle character in place.
10. Given an array of integers, return the second-largest element.
11. Given lists of integers people, jobs, profits. Each person i in people have people[i] amount of strength, and performing job j requires jobs[j] amount of strength and nets profits[j] amount of profit. Given that each person can perform at most one job, although a job can be assigned to more than one person, return the maximum amount of profit that can be attained.
12. Mr. Roxy has arranged a party at his house on the New Year's Eve. He has invited all his friends - both men and women (men in more number). Your task is to generate the number of ways in

which the invitees stand in a line so that no two women stand next to each other. Note that the number of men is more than the number of women and Roxy doesn't invite more than 20 guests. If there are more than 20 guests or an arrangement as per the given constraints is not possible, print 'invalid'.

13. Two friends have entered their date of birth and they want to know who is elder among them. Make a structure named Date to store the elements day, month and year to store the dates.

**Case Study:**

1. Create a structure containing book information like accession number, name of author, book title and flag to know whether book is issued or not. Create a menu in which the following functions can be done: Display book information, Add a new book, Display all the books in the library of a particular author, Display the number of books of a particular title, Display the total number of books in the library, Issue a book (If we issue a book, then its number gets decreased by 1 and if we add a book, its number gets increased by 1)
2. Ranjan is maintaining a store. Whenever a customer purchases from the store, a bill is generated. Record the customer name, amount due, the amount paid, mobile number with purchased items in file. At the end of day print the total income generated by store.
3. Contact Management System- Create structure to store Contact information like name, gender, mail, phone number and address. Users can add new contact and can also edit and delete existing contact. (Hint: Use Files to store data)

**CO-PO Mapping:**

|     | P<br>O<br>1 | PO<br>2 | PO<br>3 | PO<br>4 | PO<br>5 | PO6 | PO<br>7 | PO<br>8 | PO<br>9 | PO<br>10 | PO<br>11 | PS1<br>2 | PS<br>O1 | PS<br>O2 | PSO<br>3 |
|-----|-------------|---------|---------|---------|---------|-----|---------|---------|---------|----------|----------|----------|----------|----------|----------|
| CO1 | 2           | 3       | 2       |         | 1       |     |         |         | 2       |          |          | 2        | 3        | 2        | 2        |
| CO2 | 2           | 2       | 2       |         | 1       |     |         |         | 2       |          |          | 2        | 2        | 2        | 2        |
| CO3 | 2           | 3       | 2       |         | 1       |     |         |         | 2       |          |          | 2        | 2        | 2        | 2        |
| CO4 | 2           | 3       | 2       |         | 1       |     |         |         | 2       |          |          | 2        | 3        | 2        | 2        |
| CO5 | 2           | 2       | 2       |         | 1       |     |         |         | 2       |          |          | 2        | 2        | 2        | 2        |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : September 6, 2021**

**ACADEMIC COUNCIL: 21<sup>st</sup> AC(September 17, 2021)**

**SDG No. & Statement: 4**

Quality Education, Decent Work and Economic Growth

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**SDG Justification:**

Learning various problem-solving techniques will lead to become a good problem solver.

| CSEN1021                   | PROGRAMMING WITH PYTHON                             | L | T | P | S | J | C |
|----------------------------|-----------------------------------------------------|---|---|---|---|---|---|
|                            |                                                     | 0 | 0 | 6 | 0 | 0 | 3 |
| <b>Pre-requisite</b>       | None                                                |   |   |   |   |   |   |
| <b>Co-requisite</b>        | None                                                |   |   |   |   |   |   |
| <b>Preferable exposure</b> | Familiarity with Computer system and its operation. |   |   |   |   |   |   |

**Course Educational objectives:**

1. To elucidate problem solving through python programming language
2. To introduce function-oriented programming paradigm through python
3. To train in development of solutions using modular concepts
4. To teach practical Python solution patterns

**Unit I:****Introduction to Python****18 Hours**

Python – Numbers, Strings, Variables, operators, expressions, statements, String operations, Math function calls, Input/output statements, Conditional If, while and for loops.

**Exercises:**

1. Accept input from user and store it in variable and print the value.
2. Use of print statements and use of (.format )for printing different data types.
3. Take 2 numbers as user input and add, multiply, divide, subtract, remainder and print the output (Same operations on floating point input as well)
4. Conversion of one unit to another (such as hours to minutes, miles to km and etc)
5. Usage of mathematical functions in python like math.ceil, floor, fabs, fmod, trunc, pow, sqrt etc.
6. Building a mathematical calculator that can perform operations according to user input. Use decision making statement.
7. Accepting 5 different subject marks from user and displaying the grade of the student.
8. Printing all even numbers, odd numbers, count of even numbers, count of odd numbers within a given range.
9. a) Compute the factorial of a given number. b) Compute GCD of two given numbers. c) Generate Fibonacci series up to N numbers.
10. Check whether the given input is a) palindrome b) strong c) perfect
11. Compute compound interest using loop for a certain principal and interest amount



**Unit II:****Functions****18 Hours**

User defined Functions, parameters to functions, recursive functions. Lists, Tuples, Dictionaries, Strings.

Exercises:

- Create a function which accepts two inputs from the user and compute  ${}^nC_r$
- Recursive function to compute GCD of 2 numbers
- Recursive function to find product of two numbers
- Recursive function to generate Fibonacci series
- Program to print a specified list after removing the 0th, 4th and 5th elements.  
Sample List : ['Red', 'Green', 'White', 'Black', 'Pink', 'Yellow']  
Expected Output : ['Green', 'White', 'Black']
- Program to get the difference between the two lists.
- Program to find the second smallest number and second largest number in a list.
- Given a list of numbers of list, write a Python program to create a list of tuples having first element as the number and second element as the square of the number.
- Given list of tuples, remove all the tuples with length K.  
Input : test\_list = [(4, 5), (4, ), (8, 6, 7), (1, ), (3, 4, 6, 7)], K = 2  
Output : [(4, ), (8, 6, 7), (1, ), (3, 4, 6, 7)]  
Explanation : (4, 5) of len = 2 is removed.
- Program to generate and print a dictionary that contains a number (between 1 and n) in the form (x, x\*x).  
Sample Input: (n=5) :  
Expected Output : {1: 1, 2: 4, 3: 9, 4: 16, 5: 25}
- Program to remove a key from a dictionary
- Program to get the maximum and minimum value in a dictionary.
- Program to perform operations on string using unicodes ,splitting of string,accessing elements of string using locations
- Program for Counting occurrence of a certain element in a string, getting indexes that have matching elements.For ex -.In Rabbit count how many times b has occurred .  
Example-I have to go to a doctor and get myself checked. Count the number of occurrences of 'to'.
- Program for replacing one substring by another For example - Rabbit - Replace 'bb' by 'cc'
- Program to Acronym generator for any user input (ex-input is Random memory access then output should be RMA).Example - Random number (RN)
- Python function that accepts a string and calculates the number of uppercase letters and lowercase letters.
- Program to count the number of strings where the string length is 2 or more and the first and last character are same from a given list of strings  
Sample List : ['abc', 'xyz', 'aba', '1221'] Expected Result : 2

**Unit III: Files and Packages****18 Hours**

Files—Python Read Files, Python Write/create Files, Python Delete Files.

Pandas -- Read/write from csv, excel, json files, add/ drop columns/rows, aggregations, applying functions.

**Exercises**

- read an entire text file.
- read the first n lines of a file.
- append text to a file and display the text.
- Read numbers from a file and write even and odd numbers to separate files.
- Count characters, words and lines in a text file.
- To write a list to a file.
- Given a CSV file or excel file to read it into a data frame and display it.
- Given a data frame, select rows based on a condition.
- Given is a data frame showing the name, occupation, salary of people. Find the average salary per occupation.
- To convert Python objects into JSON strings. Print all the values.
- Write a Pandas program to read specific columns from a given excel file.

**Unit IV: Operations in database with suitable libraries****18 Hours**

SQLite3: CRUD operations (Create, Read, Update, and Delete) to manage data stored in a database.

Matplotlib -- Visualizing data with different plots, use of subplots. User defined packages, define test cases.

**Exercises**

Special commands to sqlite3 (dot-commands)

Rules for "dot-commands"

Changing Output Formats

Querying the database schema

Redirecting I/O

Writing results to a file

Reading SQL from a file

File I/O Functions

The edit() SQL function

Importing CSV files

Export to CSV

Export to Excel

Reference - <https://www.sqlite.org/cli.html>

Matplotlib can be practiced by considering a dataset and visualizing it.

It is left to the instructor to choose appropriate dataset.

**Unit V: Regular Expressions****18 Hours**

Regular expression: meta character, regEx functions, special sequences, Web scrapping, Extracting data.

**Exercises**

Write a Python program to check that a string contains only a certain set of characters (in this case a-z, A-Z and 0-9).

Write a Python program that matches a string that has an a followed by zero or more b's

Write a Python program that matches a string that has an a followed by one or more b's

Write a Python program that matches a string that has an a followed by zero or one 'b'

Write a Python program that matches a string that has an a followed by three 'b'

Write a Python program to find sequences of lowercase letters joined with an underscore

Write a Python program to test if a given page is found or not on the server.

Write a Python program to download and display the content of robot.txt for en.wikipedia.org.

Write a Python program to get the number of datasets currently listed on data.gov

Write a Python program to extract and display all the header tags from en.wikipedia.org/wiki/Main\_Page

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**Textbooks(s)**

1. Programming with python, T R Padmanabhan, Springer
2. Python Programming: Using Problem Solving Approach, Reema Thareja, Oxford University Press

**Reference Book(s)**

1. Programming with python, T R Padmanabhan, Springer
2. Python Programming: Using Problem Solving Approach, Reema Thareja, Oxford University Press
3. Python for Data Analysis, Wes McKinney, O'Reilly

**Course Outcomes:**

After completion of this course the student will be able to

- Define variables and construct expressions.
- Utilize arrays, storing and manipulating data.
- Develop efficient, modular programs using functions.
- Write programs to store and retrieve data using files.

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PS12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 3   | 2   |     | 1   |     |     |     | 2   |      |      | 2    | 3    | 2    | 2    |
| CO2 | 2   | 2   | 2   |     | 1   |     |     |     | 2   |      |      | 2    | 2    | 2    | 2    |
| CO3 | 2   | 3   | 2   |     | 1   |     |     |     | 2   |      |      | 2    | 2    | 2    | 2    |
| CO4 | 2   | 3   | 2   |     | 1   |     |     |     | 2   |      |      | 2    | 3    | 2    | 2    |
| CO5 | 2   | 2   | 2   |     | 1   |     |     |     | 2   |      |      | 2    | 2    | 2    | 2    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : September 6, 2021**

**ACADEMIC COUNCIL: 21<sup>st</sup> AC(September 17, 2021)**

**SDG No. & Statement: 4**

Quality Education

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**SDG Justification:**

Learning a programming language like Python students can get decent jobs in different fields.

| CSEN1031                   | ARTIFICIAL INTELLIGENCE APPLICATIONS                                                  | L | T | P | S | J | C |
|----------------------------|---------------------------------------------------------------------------------------|---|---|---|---|---|---|
|                            |                                                                                       | 0 | 0 | 2 | 0 | 0 | 1 |
| <b>Pre-requisite</b>       | CSEN1011: Problem Solving and Programming with C<br>CSEN1021: Programming with Python |   |   |   |   |   |   |
| <b>Co- requisite</b>       | None                                                                                  |   |   |   |   |   |   |
| <b>Preferable exposure</b> | Programming                                                                           |   |   |   |   |   |   |

**Course Description:**

*The surge in the production of data has led to the development of various technologies. The term “Artificial Intelligence (AI)” has become ubiquitous in everyday applications from virtual assistants to self-driving cars. Several applications such as Healthcare, Finance, Bioinformatics etc. are benefitting from the advances in the domain. The global market for artificial intelligence is going to face a phenomenal growth over the coming years with organizations across the world capitalizing on the disruptive technologies that AI is offering. This course introduces the recent applications of AI namely, Virtual Assistants, Computer Vision, along with trending topics such as Deep Learning and Reinforcement Learning. The idea of the course is to introduce the basic concepts of AI as well as latest trends in the domain. This course is envisaged to provide a basic understanding on latest developments of AI to all disciplines engineering undergraduates.*

**Course Educational Objectives:**

1. Provide introduction to basic concepts of artificial intelligence.
2. Explore applications of AI
3. Explore the scope, advantages of intelligent systems
4. Experiment with different machine learning concept
5. Exposure to AI-intensive computing and information system framework

**UNIT 1****2 Hours**

Introduction to Artificial intelligence: Basics of AI Agents and Environment, The Nature of Environment.

**List of Experiment(s):**

Implementation of toy Problems (8-Puzzle, Wumpus World, Vacuum-clean Example, etc)

**UNIT 2****2 Hours**

Applications of AI: Game Playing, [Deep Blue in Chess, IBM Watson in Jeopardy, Google's Deep Mind in AlphaGo]

**List of Experiment(s):**

1. Implementation of (Sudoku, Crossword Puzzle, or Wumpus World, etc)

**UNIT 3****2 Hours**

Conceptual introduction to Machine Learning: Supervised, Unsupervised, and Semi-Supervised Learning.

**List of Experiment(s):**

1. Supervise - Perform Data Labelling for various images using object recognition

**UNIT 4**

**2 Hours**

Reinforcement Learning, Introduction to Neural Networks, Deep Learning

**List of Experiment(s):**

1. Explore the effect of different hyperparameters while implementing a Simple Fully Connected Neural Network. (<https://playground.tensorflow.org>)

**UNIT 5**

**2 Hours**

Image Processing & Computer Vision: Introduction to Image processing, Image Noise, Removal of Noise from Images, Color Enhancement, Edge Detection.

**List of Experiment(s):**

1. Lobe.ai - Build custom models using the visual tool for Object recognition and sentiment analysis that can convert facial expressions into emoticons

**UNIT 6**

**2 Hours**

Segmentation. Feature Detection & Recognition. Classification of images. Face recognition, Deep Learning algorithms for Object detection & Recognition.

**List of Experiment(s):**

1. Teachable Machine Brain.JS In Browser Object Recognition through
2. Haar Cascade Object detection for Eye and Face in Python using Open CV

**UNIT 7**

**2 Hours**

Conceptual introduction to Natural Language Processing: Speech Recognition & Synthesis: Speech Fundamentals, Speech Analysis, Speech Modelling.

**List of Experiment(s):**

1. Sentiment Analysis and Polarity detection

**UNIT 8**

**2 Hours**

Speech Recognition, Speech Synthesis, Text-to-Speech, Sentiment Analysis, Segmentation and recognition.

**List of Experiment(s):**

1. Text to Speech recognition and Synthesis through APIs

**UNIT 9**

**2 Hours**

Introduction to Chatbot, Architecture of a Chatbot. NLP in the cloud, NL Interface, How to Build a Chatbot, Transformative user experience of chatbots, Designing Elements of a chatbot, Best practices for chatbot development. NLP components. NLP wrapper to chatbots. Audiobots and Musicbots.

**List of Experiment(s):**

1. Building a Chatbot using IBM Watson visual studio
2. Building a Chatbot using Pandora bots
3. Build a virtual assistant for Wikipedia using Wolfram Alpha and Python

**UNIT 10**

**2 Hours**

Smart Applications: Smart Manufacturing, Smart Agriculture, Smart Healthcare, Smart Education, Smart Grids, Smart Transportation and Autonomous Vehicles, Smart Homes, Smart Cities

**List of Experiment(s):**

1. Build a smart application specific to the domain of the student.

**Textbooks:**

1. Tom Markiewicz & Josh Zheng, Getting started with Artificial intelligence, Published by O'Reilly Media, 2017
2. Stuart J. Russell and Peter Norvig, Artificial Intelligence A Modern Approach.

**References:**

1. Aurtlien Giron. Hands on Machine Learning with Scikit-Learn and TensorFlow concepts, Tools, and Techniques to Build intelligent Systems , Published by O'Reilly Media, 2017
2. Build an AI Assistant with wolfram alpha and Wikipedia in python. <https://medium.com/@salisuwy/build-an-ai-assistant-with-wolfram-alpha-and-wikipedia-in-python-d9bc8ac838fe>.
3. Joseph Howse, Prateek Joshi, Michael Beyeler - Opencv Computer Vision Projects with Python-Publishing (2016).
4. Curated datasets on kaggle <https://www.kaggle.com/datasets>.

**Course Outcomes:**

1. Able to grasp the concepts of artificial intelligence, machine learning, natural language processing, image processing
2. Recognize various domains in which AI can be applied
3. Implement the methods in processing an image:
4. Implement simple of chatbots
5. identify smart applications:

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 3   | 2   |     | 1   |     |     |     | 2   |      |      | 2    | 3    | 2    | 2    |
| CO2 | 2   | 2   | 2   |     | 1   |     |     |     | 2   |      |      | 2    | 2    | 2    | 2    |
| CO3 | 2   | 3   | 2   |     | 1   |     |     |     | 2   |      |      | 2    | 2    | 2    | 2    |
| CO4 | 2   | 3   | 2   |     | 1   |     |     |     | 2   |      |      | 2    | 3    | 2    | 2    |
| CO5 | 2   | 2   | 2   |     | 1   |     |     |     | 2   |      |      | 2    | 2    | 2    | 2    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : September 6, 2021**

**ACADEMIC COUNCIL: 21<sup>st</sup> AC(September  
17, 2021)**

**SDG No. & Statement:**

**SDG Justification:**



| EECE1001            | BASIC ELECTRICAL AND ELECTRONICS<br>ENGINEERING | L | T | P | S | J | C |
|---------------------|-------------------------------------------------|---|---|---|---|---|---|
|                     |                                                 | 2 | 1 | 2 | 0 | 0 | 4 |
| Pre-requisite       | None                                            |   |   |   |   |   |   |
| Co- requisite       | None                                            |   |   |   |   |   |   |
| Preferable exposure | None                                            |   |   |   |   |   |   |

**Course Description:**

*This course introduces the fundamental principles and building blocks of electrical and electronics engineering. The first three units cover the electric circuit laws, theorems, and principles of electrical machines. The last two units cover semiconductor devices and their applications.*

**Course Educational Objectives:**

1. To impart the analysis and design aspects of DC networks in electrical and electronic circuits
2. To explain the basic concepts of AC networks used in electrical and electronic circuits.
3. To demonstrate the importance and operating principles of electrical machines (transformers, motors and generators)
4. To impart the knowledge about the characteristics, working principles and applications of semiconductor diodes, Metal Oxide Semiconductor Field Effect Transistors (MOSFETs).
5. To expose basic concepts and applications of Operational Amplifier and configurations.

**UNIT 1****7 Hours**

DC Circuits: Basic circuit elements and sources, Ohms law, Kirchhoff's laws, series and parallel connection of circuit elements, Node voltage analysis, Mesh current analysis, Superposition, Thevenin's and maximum power transfer theorem.

**UNIT 2****8 Hours**

AC Circuits: Alternating voltages and currents, AC values, single phase RL, RC, RLC series circuits, power in AC circuits, Power Factor, three phase systems-Star and Delta Connection-Three phase power measurement.

**UNIT 3****9 Hours**

Electrical Machines: Construction, working principle and application of DC machines, Transformers, single phase and three phase Induction motors, special machines-Stepper motor, Servo motor and BLDC motor.

**UNIT 4****8 Hours**

Semiconductor Devices: p-n Junction diode - Basic operating principle, current-voltage characteristics, rectifier circuits (half-wave, full-wave, rectifier with filter capacitor), Zener

diode as Voltage Regulator; Metal oxide semiconductor field effect transistor (MOSFET): Operation of NMOS and PMOS FETs, MOSFET as an amplifier and switch.

**UNIT 5****8 Hours**

Operational Amplifiers: The Ideal Op-amp, The Inverting Configuration, The closed loop gain, Effect of Finite open-loop gain, The Noninverting Configuration, The closed loop gain, Characteristics of Non-Inverting Configuration, Difference amplifiers, A Single Op-amp difference amplifier. Adders, subtractors, integrators, differentiators, filter circuits using Opamps,

**Basic Electrical and Electronics Engineering Laboratory****List of Experiments:**

1. Verification of Kirchhoff's Laws.
2. Verification of DC Superposition Theorem.
3. Verification of Thevenin's Theorem.
4. Verification of Maximum power transfer Theorem.
5. Load test on DC generator.
6. Load test on single phase transformer.
7. Measurement of voltage, current and power factor of single phase RL, RC series circuits.
8. Measurement of voltage, current and power factor of single phase RLC series circuit.
9. Measurement of power in a three phase circuit.
10. Current Voltage Characteristics of a p-n Junction Diode/LED.
11. Diode Rectifier Circuits.
12. Voltage Regulation with Zener Diodes.
13. Design of a MOSTFET amplifier and MOSFET inverter/NOR gate
14. Inverting and Non-inverting Amplifier Design with Op-amps.
15. Simulation experiments using PSPICE
  - a) Diode and Transistor Circuit Analysis.
  - b) MOSFET Amplifier design.
  - c) Inverting and Noninverting Amplifier Design with Op-amps.

**Textbooks:**

1. D. P. Kothari, I. J. Nagrath, Basic Electrical and Electronics Engineering, 1/e, McGraw Hill Education (India) Private Limited, 2017.
2. B. L. Theraja, Fundamentals of Electrical Engineering and Electronics, 1/e, S. Chand Publishing, New Delhi, 2006.
3. Adel S. Sedra and Kenneth C. Smith, Microelectronic Circuits 6/e, Oxford University Press, 2014.

**References:**

1. S.K. Bhattacharya, Basic Electrical and Electronics Engineering, Pearson Education, 2011.
2. Dharma Raj Cheruku, B T Krishna, Electronic Devices and Circuits, 2/e, Pearson

Education, 2008.

3. R. K. Rajput, Basic Electrical and Electronics Engineering, University Science Press, New Delhi, 2012.

**Course Outcomes:**

After completion of this course, the student will be able to

1. predict and analyse the behaviour of an electrical circuit (L3).
2. analyse the performance quantities such as losses, efficiency and identify applications of DC machines (L4).
3. explain the use of transformers in transmission and distribution of electric power and other applications (L2).
4. demonstrate the operation and applications of various electronic devices (L2).
5. construct Inverting and Noninverting configurations of Op-amp (L3).

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1   |     | 2   | 1   | 2   |     | 1   |     | 2   |      |      | 1    | 1    | 2    |      |
| CO2 | 1   | 2   |     | 2   | 2   |     | 1   |     | 1   |      |      | 1    | 2    | 1    |      |
| CO3 | 1   | 2   |     | 1   |     | 2   |     | 1   | 1   | 2    | 2    |      |      |      |      |
| CO4 |     |     | 2   |     | 3   |     |     |     |     |      | 1    |      |      | 3    | 2    |
| CO5 | 3   | 2   | 3   |     |     |     |     |     |     |      |      |      | 3    | 1    | 2    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

**SDG3: Good Health and Well Being:** Understanding the fundamentals of electrical and electronics systems can help in designing systems, to promote good health and well being

**SDG5: Gender Equality:** Acquiring the interdisciplinary knowledge help overcome the gender barriers in workplace

**SDG8: Decent Work and Economic:** The learners of this course can get decent work and earn financial benefits and they can work in interdisciplinary areas

**SDG12: Responsible Consumption and Production:** Use of right and energy efficient electric and electronic components and devices results in reasonable consumption and production

**SDG Justification:**

| HSMCH102            | UNIVERSAL HUMAN VALUES 2:<br>UNDERSTANDING HARMONY | L | T | P | S | J | C |
|---------------------|----------------------------------------------------|---|---|---|---|---|---|
|                     |                                                    | 3 | 0 | 0 | 0 | 0 | 3 |
| Pre-requisite       | None                                               |   |   |   |   |   |   |
| Co- requisite       | None                                               |   |   |   |   |   |   |
| Preferable exposure | None                                               |   |   |   |   |   |   |

**Course Description:**

*During the Induction Program, students would get an initial exposure to human values through Universal Human Values – I. This exposure is to be augmented by this compulsory full semester foundation course.*

**Course Educational Objectives:**

The objective of the course is fourfold:

1. Development of a holistic perspective based on self- exploration about themselves (human being), family, society, and nature/existence.
2. Understanding (or developing clarity) of the harmony in the human being, family, society, and nature/existence
3. Strengthening of self-reflection.
4. Development of commitment and courage to act.

**COURSE TOPICS:** The course has 28 lectures and 14 practice sessions in 5 modules:

**UNIT 1                      Course Introduction - Need, Basic Guidelines, Content and Process for Value Education**

1. Purpose and motivation for the course, recapitulation from Universal Human Values-I.
2. Self-Exploration—what is it? - Its content and process; ‘Natural Acceptance’ and Experiential Validation- as the process for self-exploration.
3. Continuous Happiness and Prosperity- A look at basic Human Aspirations
4. Right understanding, Relationship and Physical Facility- the basic requirements for fulfilment of aspirations of every human being with their correct priority.
5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario
6. Method to fulfil the above human aspirations: understanding and living in harmony at various levels.

Include practice sessions to discuss natural acceptance in human being as the innate acceptance for living with responsibility (living in relationship, harmony and co-existence) rather than as arbitrariness in choice based on liking-disliking.

**UNIT 2                      Understanding Harmony in the Human Being - Harmony in Myself!**

1. Understanding human being as a co-existence of the sentient 'I' and the material 'Body'.
2. Understanding the needs of Self ('I') and 'Body' - happiness and physical facility.
3. Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer).
4. Understanding the characteristics and activities of 'I' and harmony in 'I'.
5. Understanding the harmony of I with the Body: Sanyam and Health; correct appraisal of Physical needs, meaning of Prosperity in detail.
6. Programs to ensure Sanyam and Health.

Include practice sessions to discuss the role others have played in making material goods available to me. Identifying from one's own life.

Differentiate between prosperity and accumulation. Discuss program for ensuring health vs dealing with disease

**UNIT 3                      Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**

1. Understanding values in human-human relationship; meaning of Justice (nine universal values in relationships) and program for its fulfilment to ensure mutual happiness; Trust and Respect as the foundational values of relationship
2. Understanding the meaning of Trust; Difference between intention and competence
3. Understanding the meaning of Respect, Difference between respect and differentiation; the other salient values in relationship
4. Understanding the harmony in the society (society being an extension of family): Resolution, Prosperity, fearlessness (trust) and co-existence as comprehensive Human Goals
5. Visualizing a universal harmonious order in society- Undivided Society, Universal Order- from family to world family.

Include practice sessions to reflect on relationships in family, hostel and institute as extended family, real life examples, teacher-student relationship, goal of education etc. Gratitude as a universal value in relationships. Discuss with scenarios. Elicit examples from students' lives.

**UNIT 4                      Understanding Harmony in the Nature and Existence - Whole existence as Coexistence**

1. Understanding the harmony in the Nature
2. Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self-regulation in nature.
3. Understanding Existence as Co-existence of mutually interacting units in all-pervasive space.
4. Holistic perception of harmony at all levels of existence.
5. Include practice sessions to discuss human being as cause of imbalance in nature

(film "Home" can be used), pollution, depletion of resources and role of technology etc.

## **UNIT 5                      Implications of the above Holistic Understanding of Harmony on Professional Ethics**

1. Natural acceptance of human values
2. Definitiveness of Ethical Human Conduct
3. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order
4. Competence in professional ethics: a. Ability to utilize the professional competence for augmenting universal human order b. Ability to identify the scope and characteristics of people friendly and eco-friendly production systems, c. Ability to identify and develop appropriate technologies and management patterns for above production systems.
5. Case studies of typical holistic technologies, management models and production systems
6. Strategy for transition from the present state to Universal Human Order:
  - a. At the level of individual: as socially and ecologically responsible engineers, technologists and managers
  - b. At the level of society: as mutually enriching institutions and organizations
7. Sum up.

Include practice Exercises and Case Studies will be taken up in Practice (tutorial) Sessions e.g. To discuss the conduct as an engineer or scientist etc.

### **Text Books:**

1. Human Values and Professional Ethics by R R Gaur, R Sangal, G P Bagaria, Excel Books, New Delhi, 2010

### **References:**

1. Jeevan Vidya: EkParichaya, A Nagaraj, Jeevan Vidya Prakashan, Amarkantak, 1999.
2. Human Values, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004.
3. The Story of Stuff (Book).
4. The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi.
5. Small is Beautiful - E. F Schumacher.
6. Slow is Beautiful - Cecile Andrews
7. Economy of Permanence - J C Kumarappa
8. Bharat Mein Angreji Raj - PanditSunderlal
9. Rediscovering India - by Dharampal
10. Hind Swaraj or Indian Home Rule - by Mohandas K. Gandhi
11. India Wins Freedom - Maulana Abdul Kalam Azad
12. Vivekananda - Romain Rolland (English)
13. Gandhi - Romain Rolland (English)

Lectures hours are to be used for interactive discussion, placing the proposals about the topics at hand and motivating students to reflect, explore and verify them. Tutorial hours are to be used for practice sessions.

While analysing and discussing the topic, the faculty mentor's role is in pointing to essential elements to help in sorting them out from the surface elements. In other words, help the students explore the important or critical elements.

In the discussions, particularly during practice sessions (tutorials), the mentor encourages the student to connect with one's own self and do self- observation, self-reflection and self-exploration.

Scenarios may be used to initiate discussion. The student is encouraged to take up "ordinary" situations rather than "extra-ordinary" situations.

Such observations and their analyses are shared and discussed with other students and faculty mentor, in a group sitting.

Tutorials (experiments or practical) are important for the course. The difference is that the laboratory is everyday life, and practical are how you behave and work in real life. Depending on the nature of topics, worksheets, home assignment and/or activity are included. The practice sessions (tutorials) would also provide support to a student in performing actions commensurate to his/her beliefs. It is intended that this would lead to development of commitment, namely behaving and working based on basic human values.

It is recommended that this content be placed before the student as it is, in the form of a basic foundation course, without including anything else or excluding any part of this content. Additional content may be offered in separate, higher courses.

**This course is to be taught by faculty from every teaching department, including HSS faculty.**

**Teacher preparation with a minimum exposure to at least one 8- day FDP on Universal Human Values is deemed essential.**

#### **ASSESSMENT:**

This is a compulsory credit course. The assessment is to provide a fair state of development of the student, so participation in classroom discussions, self-assessment, peer assessment etc. will be used in evaluation.

#### **Example:**

Assessment by faculty mentor: 10 marks

Self-assessment: 10 marks

Assessment by peers: 10 marks

Socially relevant project/Group Activities/Assignments: 20 marks Semester End Examination: 50 marks

The overall pass percentage is 40%. In case the student fails, he/she must repeat the course.

#### **Course Outcomes:**

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.

This is only an introductory foundational input. It would be desirable to follow it up by

- a. faculty-student or mentor-mentee programs throughout their time with the institution
- b. Higher level courses on human values in every aspect of living. E.g. as a professional



| INTN2333            | INTERNSHIP 1                            | L | T | P | S | J | C |
|---------------------|-----------------------------------------|---|---|---|---|---|---|
|                     |                                         | 0 | 0 | 0 | 0 | 1 | 1 |
| Pre-requisite       | Completion of minimum of four semesters |   |   |   |   |   |   |
| Co- requisite       | None                                    |   |   |   |   |   |   |
| Preferable exposure | None                                    |   |   |   |   |   |   |

**Course Educational Objectives:**

1. The course is designed to expose the students to expected industry skills and industry environment and to take up onsite assignment as trainees or interns.

**Contents:****1 Week****One week** of work at industry site. Supervised by an expert at the industry.**Mode of Evaluation:** Internship Report, Presentation and Project Review**Course Outcomes:**

At the end of this internship the student should be able to:

1. Have an exposure to industrial practices and to work in teams
2. identify skill set required to participate activity in real-time projects relevant to the industry
3. Understand the impact of engineering solutions in a global, economic, environmental and societal context
4. formulate technical background required to participate in Internship 2

**APPROVED IN:****BOS : 26-04-2021****ACADEMIC COUNCIL: 17-09-2021****SDG No. & Statement:****SDG Justification:**

| INTN3444                   | INTERNSHIP 2                           | L | T | P | S | J | C |
|----------------------------|----------------------------------------|---|---|---|---|---|---|
|                            |                                        | 0 | 0 | 0 | 0 | 1 | 3 |
| <b>Pre-requisite</b>       | Completion of minimum of six semesters |   |   |   |   |   |   |
| <b>Co- requisite</b>       | None                                   |   |   |   |   |   |   |
| <b>Preferable exposure</b> | None                                   |   |   |   |   |   |   |

**Course Educational Objectives:**

1. The course is designed to expose the students to industry environment and to take up onsite assignment as trainees or interns.

**Contents:****1 Week****Four weeks** of work at industry site. Supervised by an expert at the industry**Mode of Evaluation:** Internship Report, Presentation and Project Review**Course Outcomes:**

At the end of this internship the student should be able to:

1. Have an exposure to industrial practices and to work in teams
2. Communicate effectively
3. Understand the impact of engineering solutions in a global, economic, environmental and societal context
4. Develop the ability to engage in research and to involve in life-long learning
5. Comprehend contemporary issues
6. Engage in establishing his/her digital footprint

**APPROVED IN:****BOS : 26-04-2021****ACADEMIC COUNCIL: 17-09-2021****SDG No. & Statement:****SDG Justification:**

| MATH1001            | SINGLE VARIABLE CALCULUS | L | T | P | S | J | C |
|---------------------|--------------------------|---|---|---|---|---|---|
|                     |                          | 2 | 0 | 0 | 0 | 0 | 2 |
| Pre-requisite       | None                     |   |   |   |   |   |   |
| Co- requisite       | None                     |   |   |   |   |   |   |
| Preferable exposure | None                     |   |   |   |   |   |   |

**Course Description:**

*This course is designed to impart knowledge on differentiation and integration of function, emphasizing their inter-relationship and applications to engineering.*

**Course Educational Objectives:**

1. To familiarize the students in the concepts the derivatives and its underlying concepts like limits and continuity.
2. To explain the concept of derivative and calculation of extreme values of extreme values of various functions.
3. To impart knowledge on integration for the computation of areas, arc lengths.
4. To demonstrate various techniques of integrations.

**UNIT 1 Limits and continuity of single and several variables 6 Hours**

Limit of a Function and Limit Laws, The Precise Definition of a Limit, One-Sided Limits, Continuity (Without proofs). Functions of Several Variables, Limits and Continuity in Higher Dimensions (Without proofs)

**UNIT 2 Derivatives and applications 7 Hours**

The Derivative as a Function, Differentiation Rules, The Chain Rule, Extreme Values of Functions on Closed Intervals, Monotonic Functions (Without proofs)

**UNIT 3 Integrals and applications 7 Hours**

The Definite Integral, The Fundamental Theorem of Calculus, Indefinite Integrals and the Substitution Method, Definite Integral Substitutions and the Area between Curves, Arc Length (Without proofs)

**UNIT 4 Techniques of integration 6 Hours**

Using basic Integration Formulas, Integration by Parts, Trigonometric Integrals, Trigonometric Substitutions, Integration of Rational Functions by Partial Fractions (Without proofs)

**Textbooks:**

1. Joel Hass, Christopher Heil, Maurice D. Weir, Thomas' Calculus, Fourteenth edition, Pearson Addison Wesley (2018).

**References:**

1. Erwin Kreyszig, Advanced Engineering Mathematics, 10/e, John Wiley & Sons, 2018.
2. B. S. Grewal, Higher Engineering Mathematics, 44/e, Khanna publishers, 2017.
3. James Stewart, "Calculus: Early Transcendentals", Cengage Learning, 7th Edition, New Delhi, 2015.
4. Hyghes-Hallett, Gleason, McCallum et al. Single Variable Calculus (6th Edn) John Wiley and Sons New York, 2013.

**Course Outcomes:**

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

- determine limit, one sided limit, continuity of single and several variable functions.
- solve problems in a range of mathematical applications using differentiation
- solve problems in a range of mathematical applications using integration
- apply the fundamental theorem of calculus.
- evaluate integrals using various techniques.

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO2 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO3 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO4 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO5 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 26-04-2021 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

4

Ensure inclusion and equitable quality education and promote lifelong opportunities for all

**SDG Justification:**

Learning of various mathematical techniques will lead to knowledge of applications in Engineering problems

| MATH1011            | SEVERAL VARIABLE CALCULUS | L | T | P | S | J | C |
|---------------------|---------------------------|---|---|---|---|---|---|
|                     |                           | 2 | 0 | 0 | 0 | 0 | 2 |
| Pre-requisite       | MATH1001                  |   |   |   |   |   |   |
| Co- requisite       | None                      |   |   |   |   |   |   |
| Preferable exposure | Engineering and Science   |   |   |   |   |   |   |

**Course Description:**

*This course is designed to impart knowledge on calculus of functions of more variables which are useful in modelling and analyzing physical phenomena involving continuous change of variables or parameters and have applications across all branches of engineering.*

**Course Educational Objectives:**

1. To teach basic concepts of partial derivatives.
2. To explain the evaluation of double integrals and its applications.
3. To demonstrate the evaluation and applications of triple integrals.
4. To acquaint the knowledge of line and surface integrals and applications.

**UNIT 1** **Partial derivatives and applications** **7 Hours**

Partial Derivatives of a Function of Two Variables and More Than Two Variables, Second-order Partial derivatives, The Chain Rule for Functions of Two and Three variables, Extreme Values and Saddle Points, Lagrange Multipliers, Taylor's Formula for Two Variables (Without proofs)

**UNIT 2** **Double integrals** **6 Hours**

Double and iterated Integrals over Rectangles, Double Integrals over General Regions, Area by Double Integration: Area of bounded region in a plane, Double Integrals in Polar Form. (Without proofs)

**UNIT 3** **Triple integrals** **5 Hours**

Triple Integrals in Rectangular Coordinates: Triple Integrals, Volume of a Region in Space, Finding limits of integration, Triple Integrals in Cylindrical and Spherical Coordinates. (Without proofs)

**UNIT 4** **Integrals and Vector fields** **8 Hours**

Vector Fields and Line Integrals: Line Integrals of Vector Fields, Line Integrals with Respect to  $dx$ ,  $dy$ , or  $dz$ , Work Done by a Force over a Curve in Space, Green's Theorem in the Plane: Tangential form, Using Green's Theorem to Evaluate the Line Integral and Verification, Surface Integrals: Surface Integrals of Vector Fields, Stokes' Theorem (Without proofs)

**Textbooks:**

1. Joel Hass, Christopher Heil, Maurice D. Weir, Thomas' Calculus, Fourteenth edition, Pearson Addison Wesley (2018).

**References:**

1. Erwin Kreyszig, Advanced Engineering Mathematics, 10/e, John Wiley & Sons, 2018.
2. B. S. Grewal, Higher Engineering Mathematics, 44/e, Khanna publishers, 2017.
3. Hyghes-Hallett, Gleason, McCallum et al. Multivariable Variable Calculus (6th Edn) John Wiley and Sons New York, 2013.
4. James Stewart. Multivariate Calculus, Concepts and Contexts. (3rd Edn) Thomson/Brooks/Cole, Canada, 2005.

**Course Outcomes:**

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

- utilize functions of several variables in optimization.
- employ the tools of calculus for calculating the areas.
- calculate volumes using multiple integrals.
- determine the work done using vector calculus
- determine the rate of flow of a fluid using vector calculus

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO2 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO3 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO4 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO5 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

4

Ensure inclusion and equitable quality education and promote lifelong opportunities for all

**SDG Justification:**

Learning of various mathematical techniques will lead to knowledge of applications in Engineering problems

| MATH2371            | DIFFERENCE EQUATIONS    | L | T | P | S | J | C |
|---------------------|-------------------------|---|---|---|---|---|---|
|                     |                         | 2 | 0 | 0 | 0 | 0 | 2 |
| Pre-requisite       | None                    |   |   |   |   |   |   |
| Co- requisite       | None                    |   |   |   |   |   |   |
| Preferable exposure | Engineering and Science |   |   |   |   |   |   |

**Course Description:**

*Difference equations is the study of equation which involves the difference of a discrete function. In this course, the student can form a difference equation, solving linear higher order difference equations using analytical techniques, simultaneous linear difference equations and also find the solution of linear higher order difference equations and simultaneous difference equations using Z-transforms.*

**Course Educational Objectives:**

1. Student is able to know how to find the order of a difference equation and complementary function of a difference equation.
2. Student is able to know how to find the particular solution of a difference equation and also find the solutions of simultaneous linear difference equations.
3. Student is able to know how to find Z-transforms a discrete function using properties and using to basic theorems.
4. Student is able to know how to find the inverse Z-transforms a function and also using convolution theorem.
5. Student is able to know how to find the solution of a difference equation using Z-transforms

**UNIT 1** **Difference equations - I** **5 Hours**

Introduction, definition of order, and solution of difference equation, formation of difference equations, linear difference equations, complementary function, rule for finding complementary function.

**UNIT 2** **Difference equations-II** **5 Hours**

Particular integrals, Rule for finding particular integrals, simultaneous linear difference equations.

**UNIT 3** **Z-transforms** **5 Hours**

Introduction, Definition, some standard Z-transforms, linear property, damping rule, Shifting  $U_n$  to the right and to the left, Multiplication by  $n$ , two basic theorems.

**UNIT 4****Inverse Z-transforms****5 Hours**

Convergence of Z-transforms, evaluation of inverse Z-transforms, properties, convolution theorem.

**UNIT 5****Applications of Z-transforms****5 Hours**

Solving difference equations and simultaneous linear difference equations with constant coefficients by Z-transforms.

**Textbooks:**

1. "Higher Engineering Mathematics" by B.S. Grewal published by Khanna Publishers

**References:**

1. Advanced Engineering mathematics by Irvin Kreyszig

**Course Outcomes:**

1. Able to find the order of a difference equation and complementary function of a difference equation.
2. Able to find the particular solution of a difference equation and also find the solutions of simultaneous linear difference equations.
3. Able to find Z-transforms a discrete function using properties and using to basic theorems.
4. Able to find the inverse Z-transforms a function and also using convolution theorem.
5. Able to find the solution of a difference equation using Z-transforms

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO2 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO3 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO4 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO5 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS : 26-04-2021****ACADEMIC COUNCIL: 17-09-2021****SDG No. & Statement:****4**

Ensure inclusive and equitable quality education and promote lifelong opportunities for all

**SDG Justification:**

Learning of various mathematical techniques will lead to knowledge of applications in Engineering problems



|                            |                                |          |          |          |          |          |          |
|----------------------------|--------------------------------|----------|----------|----------|----------|----------|----------|
| <b>MATH1031</b>            | <b>DIFFERENTIAL EQUATIONS</b>  | <b>L</b> | <b>T</b> | <b>P</b> | <b>S</b> | <b>J</b> | <b>C</b> |
|                            |                                | <b>2</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>2</b> |
| <b>Pre-requisite</b>       | <b>None</b>                    |          |          |          |          |          |          |
| <b>Co- requisite</b>       | <b>None</b>                    |          |          |          |          |          |          |
| <b>Preferable exposure</b> | <b>Engineering and Science</b> |          |          |          |          |          |          |

**Course Description:**

*This course is designed to impact the knowledge on ordinary, partial differential equations and their applications.*

**Course Educational Objectives:**

6. To familiarize the students with the basic concepts of ordinary differential equations.
7. To demonstrate the evaluation and applications of first order differential equations.
8. To explain the evaluations of linear homogeneous and non-homogeneous differential equations.
9. To familiarize the students with the basic concepts of partial differential equations.
10. To explain the concepts of first order partial differential equations.
11. To demonstrate the evaluation of differential equations using math software's

**UNIT 1 First Order Ordinary Differential Equations 5 Hours**

Order and Degree of an Ordinary Differential Equation (ODE), ODE's of first order and first degree, Variable separable method, Linear Equations, Bernoulli's Equations.

**UNIT 2 Linear Ordinary Differential Equations of High Order 6 Hours**

Definitions, Complete Solution, Operator D, Complimentary function, Inverse operator, Rules for finding particular integral ( $e^{ax}$ ,  $\sin bx/\cos bx$ ,  $x^m$  &  $e^{ax}v(x)$ )

**UNIT 3 Applications of Linear Ordinary Differential Equations of Higher Order 5 Hours**

Method of Variation of Parameters, Simple Harmonic Motion, Oscillations of a Spring

**UNIT 4 Introduction to Partial Differential Equations 5 Hours**

Introduction, Formation of Partial Differential Equation (PDE), Solutions of a PDE, Equations solvable by direct integration, Linear equations of the first order.

**UNIT 5 Partial Differential Equations of Second Order 5 Hours**

Homogeneous linear equations with constant coefficients, Rules for finding the complementary function and particular integral, Working procedure to solve the equations.

**Textbooks:**

1. Simmons, G.F., *Differential Equations with Applications and Historical Notes*, Second Edition, McGraw-Hill, Inc., 1991.
2. B. S. Grewal, *Higher Engineering Mathematics*, 44/e, Khanna publishers, 2017.

**References:**

1. Shepley L. Ross, *Differential Equations*, 3rd Ed., John Wiley and Sons, 1984
2. Sneddon, *Elements of Partial Differential Equations*, McGraw-Hill, International Edition, 1967.
3. Erwin Kreyszig, *Advanced Engineering Mathematics*, 10/e, John Wiley & Sons, 2018.

**Course Outcomes:**

1. Form and find the solution of an ordinary differential equation.
2. Apply the concept of differential equations to solve real world problems.
3. Evaluate linear homogeneous and non homogeneous differential equations
4. Form and find the solution of a partial differential equations of first order.
5. Evaluate second order partial differential equations and solution of differential equations using computational tool.

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO2 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO3 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO4 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO5 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

4

Ensure inclusive and equitable quality education and promote lifelong opportunities for all.

**SDG Justification:**

Learning of various mathematical techniques will lead to knowledge of applications in Engineering problems

| MATH2281            | NUMERICAL TECHNIQUES    | L | T | P | S | J | C |
|---------------------|-------------------------|---|---|---|---|---|---|
|                     |                         | 2 | 0 | 0 | 0 | 0 | 2 |
| Pre-requisite       | None                    |   |   |   |   |   |   |
| Co- requisite       | None                    |   |   |   |   |   |   |
| Preferable exposure | Engineering and Science |   |   |   |   |   |   |

**Course Description:**

*This course is designed to enhance problem solving skills of engineering students using a powerful problem-solving tool namely numerical Techniques. The tool is capable of handling large systems of equations, nonlinearities and complicated geometries that are common in engineering practice but often impossible to solve analytically.*

**Course Educational Objectives:**

1. To familiarize the students with numerical solutions of nonlinear and systems of linear equations.
2. To get exposed to finite differences and interpolation.
3. To demonstrate the numerical differentiation and integration.
4. To explain the numerical solutions of ordinary differential equations

**UNIT 1                      Solution of algebraic and transcendental equations                      6 Hours**

Regula-falsi method and Newton- Raphson method. **Solution of linear system of equations-** Iterative methods: Gauss Jacobi method, Gauss Seidel method, and finding the eigenvalues of a matrix by Power method.

**UNIT 2                                              Interpolation                                              5 Hours**

Difference operators (shifting, delta, del) and difference tables, Newton's forward and backward interpolation formulae, Divided difference formula, and Lagrange's interpolation formula.

**UNIT 3                                              Numerical Differentiation and Numerical Integration                                              5 Hours**

**Numerical Differentiation:** Derivatives using forward, and backward difference formulae.

**Numerical Integration:** Trapezoidal rule, Simpson's 1/3rd rule, Simpson's 3/8th rules.

**UNIT 4                                              Numerical solutions of ordinary differential equations - 1                                              5 Hours**

Picard's method, Taylor's series method, Euler's method, and Modified Euler's method

**UNIT 5                                              Numerical solutions of ordinary differential equations - 2                                              5 Hours**

Runge-Kutta method (second and fourth order), Predictor-Corrector methods-Adams-Bashforth and Milne's methods.

**Text Books:**

1. B. S. Grewal, Higher Engineering Mathematics, 44/e, Khanna Publishers, 2017.
2. Erwin Kreyszig, Advanced Engineering Mathematics, 10/e, John Wiley & Sons, 2018.

**References:**

1. M.K. Jain, S.R.K. Iyengar, R.K. Jain, Numerical Methods for Scientific and Engineering Computation, 5/e, New Age International(P) Limited, 2007.
2. S.S. Sastry, Introductory methods of Numerical Analysis, 4/e, PHI Learning Publications, 2009.
3. H.C Saxena, Finite Differences and Numerical Analysis, Chand and Company Pvt. Ltd., New Delhi.

**Course Outcomes:**

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

1. analyze how root finding techniques can be used to solve practical engineering problems.
2. apply various interpolation techniques to solve practical problems .
3. apply numerical differentiation and integration whenever and wherever routine methods are not applicable .
4. solve differential equations using various numerical methods .
5. know the strengths and weaknesses of the various methods and be able to decide which ones are appropriate for a particular problem

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO2 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO3 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO4 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO5 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

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**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

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**SDG Justification:**

Learning of various mathematical techniques will lead to knowledge of applications in Engineering problems

| MATH1021            | TRANSFORM TECHNIQUES    | L | T | P | S | J | C |
|---------------------|-------------------------|---|---|---|---|---|---|
|                     |                         | 2 | 0 | 0 | 0 | 0 | 2 |
| Pre-requisite       | MATH1031                |   |   |   |   |   |   |
| Co- requisite       | None                    |   |   |   |   |   |   |
| Preferable exposure | Engineering and Science |   |   |   |   |   |   |

**Course Description:**

*This course is designed to impact the knowledge on (Laplace, Fourier) transforms and applications of these transforms on differential equations.*

**Course Educational Objectives:**

1. To introduce and explain the concepts of Laplace transforms and properties.
2. To demonstrate the evaluation of Laplace transforms of special functions and additional properties.
3. To impart knowledge on obtaining Fourier series
4. To introduce and explain the concepts of Fourier transforms and properties.
5. To explain the evaluation of Fourier transforms of various function and then applications to boundary value problem.
6. To demonstrate and understand the transform techniques using available software

**UNIT 1** **Laplace transforms** **5 Hours**

Introduction, transforms of elementary functions, properties of Laplace transforms, transforms of derivatives, transforms of Integrals, Multiplication by  $t^n$ , Division by  $t$ .

**UNIT 2** **Applications of Laplace transforms** **5 Hours**

Evaluation of integrals by Laplace transforms, Inverse transforms, Solution of Differential equations.

**UNIT 3** **Fourier Series** **6 Hours**

Introduction, Conditions for a Fourier expansion, Functions having points of discontinuity, Change of interval.

**UNIT 4** **Half-Range Fourier Series** **3 Hours**

Even and odd functions, Half range sine series, and Half range cosine series.

**UNIT 5** **Fourier transforms** **7 Hours**

Introduction, Fourier sine & cosine integrals, Fourier transforms, Properties of Fourier transforms-linear, change of scale & shifting property.

**Text Books:**

1. Erwin Kreyszig, Advanced Engineering Mathematics, 10/e, John Wiley & Sons, 2018.
2. B. S. Grewal, Higher Engineering Mathematics, 44/e, Khanna Publishers, 2017.

### References:

1. R. K. Jain and S. R. K. Iyengar, Advanced Engineering Mathematics, 3/e, Alpha Science International Ltd., 2002.
2. George B. Thomas, Maurice D. Weir and Joel R. Hass, Thomas' Calculus, 13/e, Pearson Publishers, 2014.
3. Glyn James, Advanced Modern Engineering Mathematics, 4/e, Pearson Publishers, 2011.

### Course Outcomes:

At the end of the course students will be able to

1. find Laplace transform of a function along with properties.
2. evaluate the Laplace transform of special functions.
3. apply the Laplace transform for solving differential equations (continuous systems)
4. evaluate the Fourier transform of a function along with properties and solve boundary value problems by Fourier transforms.
5. evaluate the engineering problems using transform techniques with the help of advanced math software

### CO-PO Mapping:

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO2 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO3 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO4 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO5 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

### APPROVED IN:

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

### SDG No. & Statement:

4

Ensure inclusive and equitable quality education and promote lifelong opportunities for all

### SDG Justification:

Learning of various mathematical techniques will lead to knowledge of applications in Engineering problems

| MATH2381            | OPERATIONS RESEARCH     | L | T | P | S | J | C |
|---------------------|-------------------------|---|---|---|---|---|---|
|                     |                         | 2 | 0 | 0 | 0 | 0 | 2 |
| Pre-requisite       | None                    |   |   |   |   |   |   |
| Co- requisite       | None                    |   |   |   |   |   |   |
| Preferable exposure | Engineering and Science |   |   |   |   |   |   |

**Course Description:**

*Operations Research (OR), also known as management science, has become an indispensable tool in scientific management. Operations Research focuses on developing and analyzing strategic and tactical levels to aid in decision-making and decision-making on the operational level. The essential tools of OR are algorithms, procedures that create and improve solutions to a point at which optimal or, at least, satisfactory solutions have been found.*

**Course Educational Objectives:**

This course is designed to:

1. introduce the fundamentals of Operations Research to the students at the undergraduate level
2. solve different types of optimization problems of various categories and applying modern methodologies in the area of optimization
3. help students to develop a deep understanding of the classical and numerical optimization techniques and problem-solving capabilities

**UNIT 1** **Linear Programming** **4 Hours**

Formulation of LPP, convex sets and their properties, slack and surplus variables, Basic solution, Basic feasible solution, non-degenerate and degenerate basic feasible solutions, optimal solution, General, Standard, and Canonical form of LPP.

**UNIT 2** **Simplex Method** **8 Hours**

Simplex method, Degeneracy in LPP, Artificial variables techniques-Two Phase method, Big M-method.

**UNIT 3** **Duality** **5 Hours**

Duality in linear programming, primal-dual relationships, weak duality theorem, strong duality theorem, and dual simplex method.

**UNIT 4** **Integer Programming** **4 Hours**

Gomory's cutting plane method, Branch and Bound method for solving integer linear programming problems

**UNIT 5****Sensitivity Analysis****5 Hours**

Introduction to sensitivity analysis, variations in the price vector, variations in the requirement vector, addition of a new decision variable to the existing problem.

**Textbooks:**

1. Operations Research by S.D.Sarma, Kedarnath, Ramnath and company, 15<sup>th</sup> edition, 2008.
2. Operations Research An Introduction by Hamdy A. Taha, 8<sup>th</sup> edition, Pearson, 2007.

**References:**

1. Linear Programming by R K Gupta, Krishna Prakashan Mandir, 13<sup>th</sup> edition 2014.
2. Operations Research Theory and Applications by J K Sharma, 4th edition, Macmillan Publishers India Ltd, 2009

**Course Outcomes:**

On successful completion of this course, students will be able to:

1. understand the linear programming problem, its formation, and basic definitions of solutions
2. understand the simplex method, which is a very efficient algorithm to solve a linear programming problem
3. understand the dual primal relationship, properties of duality, and the dual simplex algorithm
4. find integer solutions to LPP by cutting plane methods
5. find variations in price and requirement vectors and retaining optimality

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO2 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO3 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO4 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO5 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS : 26-04-2021****ACADEMIC COUNCIL: 17-09-2021****SDG No. & Statement:****4**

Ensure inclusive and equitable quality education and promote lifelong opportunities for all.

**SDG Justification:**

Learning of various mathematical techniques will lead to knowledge of applications in Engineering problems



| MATH2301            | COMPLEX VARIABLES       | L | T | P | S | J | C |
|---------------------|-------------------------|---|---|---|---|---|---|
|                     |                         | 2 | 0 | 0 | 0 | 0 | 2 |
| Pre-requisite       | None                    |   |   |   |   |   |   |
| Co- requisite       | None                    |   |   |   |   |   |   |
| Preferable exposure | Engineering and Science |   |   |   |   |   |   |

**Course Description:**

*This course is designed to familiarize the students with complex analysis, nature of a series, evaluation of integrals using Cauchy's theorem.*

**Course Educational Objectives:**

- To explain the concept of complex functions and analytic functions.
- To explain the concept of conformal mapping.
- To explain the concept of Cauchy's theorem and residue theorem.
- To explain the convergence of series such as Taylor's and Laurent.
- To explain the concept of Cauchy's theorem and residue theorem.

**UNIT 1** **Functions of a Complex variable** **6 Hours**  
 Limit and continuity, Differentiation, Analytic functions, Cauchy-Riemann equations, harmonic functions, finding harmonic conjugates- applications to flow problems.

**UNIT 2** **5 Hours**  
 Geometrical representation of  $f(z)$  – Some standard transformations – Bilinear transformation - Conformal mappings. Special conformal transformations ( $w = z^2$ ,  $w = z+1/z$ ,  $w = e^z$ ,  $w = \cosh z$ )

**UNIT 3** **Complex Integration** **5 Hours**  
 Integration of complex functions - Cauchy's theorem - Cauchy's integral formula.

**UNIT 4** **Series representation of analytic functions** **5 Hours**  
 convergent series of analytic functions, Laurent 's and Taylor series, zeros and singularities of an analytic function

**UNIT 5** **Calculus of residues** **5 Hours**  
 Residue -Cauchy Residue theorem – Calculation of residues (All theorems without proof).

**Text Books:**

1. B.S.Grewal, Higher Engineering Mathematics, 42<sup>nd</sup> Edition, Khanna Publishers, New Delhi, 2012.

**References:**

1. R. K. Jain and S. R. K. Iyengar, Advanced Engineering Mathematics Narosa Publishing House, New Delhi, 2014.
2. N. P. Bali and Manish Goyal, A Text Book of Engineering Mathematics, 8<sup>th</sup> Edition, Lakshmi Publications, New Delhi, 2012.

**Course Outcomes:**

1. Make use of differentiation and integration of complex functions in engineering problems.
2. Concept of conformal mappings .
3. Use Cauchy's theorem and Cauchy's integral formula to evaluate the line integrals
4. Apply Taylor's and Laurent's series to expand complex functions and know about the convergence region .
5. Evaluation of integrals using Residue theorem.

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO2 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO3 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO4 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO5 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS : 26-04-2021****ACADEMIC COUNCIL: 17-09-2021****SDG No. & Statement:**

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**SDG Justification:**

Learning of various mathematical techniques will lead to knowledge of applications in Engineering problems

|                            |                                |          |          |          |          |          |          |
|----------------------------|--------------------------------|----------|----------|----------|----------|----------|----------|
| <b>MATH1041</b>            | <b>DISCRETE MATHEMATICS</b>    | <b>L</b> | <b>T</b> | <b>P</b> | <b>S</b> | <b>J</b> | <b>C</b> |
|                            |                                | <b>2</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>2</b> |
| <b>Pre-requisite</b>       | <b>None</b>                    |          |          |          |          |          |          |
| <b>Co- requisite</b>       | <b>None</b>                    |          |          |          |          |          |          |
| <b>Preferable exposure</b> | <b>Engineering and Science</b> |          |          |          |          |          |          |

**Course Description:**

*Discrete Mathematics introduces students to the mathematics of networks, social choice, and decision making. This course provides students with a hands-on exploration of the relevancy of mathematics in the real world. This course reflects the rigor taught in many entry-level mathematics courses.*

**Course Educational Objectives:**

1. To introduce basics of mathematical logical operators and connectives
2. To impart knowledge on normal forms and rules of inference.
3. To impart knowledge on partially ordered and total ordered sets.
4. To familiarize closed form solution of linear recurrence relations by various methods.
5. To impart knowledge on basic concepts of algebraic structures.
6. To write program structures, and understand when programming is most applicable

**UNIT 1** **Logic Operators and Connectives** **5 Hours**

Negation, conjunction, disjunction, conditional and bi-conditional, well formed formulae, tautologies, equivalence of formulae, duality, tautological implications.

**UNIT 2** **Mathematical logic** **5 Hours**

Conjunctive and disjunctive normal forms- principal disjunctive and conjunctive normal forms, Rules of inference for propositional calculus (Rule P, Rule T and CP rule).

**UNIT 3** **Sets and Relations** **5 Hours**

Basic concepts of set theory, Power set, relations, properties of binary relations in a set, Equivalence relations, composition of binary relations, Partial ordering, Partially ordered set. Hasse diagram.

**UNIT 4** **Recurrence relations** **5 Hours**

Recurrence relations, solving linear recurrence relations by characteristic roots method, system of recurrence relations.

**UNIT 5** **Algebraic Structures** **6 Hours**

Algebraic Structures-Semi group, Monoid, Groups, subgroups, cosets (definition and examples) Lagrange's theorem on finite groups

**Text Books:**

1. J.P. Tremblay and R. Manohar, Discrete Mathematical Structures with Applications to Computer Science, Tata McGraw Hill, 1997.
2. Kenneth H. Rosen, Discrete Mathematics and Applications, Seventh edition, Tata McGrawHill, 2012.

**References:**

1. Bhishma Rao, Mathematical Foundations of Computer Science, SciTech Publications (India) Pvt Ltd.
2. Discrete Mathematical Structures, Sixth edition - Kolman, Busby, Ross

**Course Outcomes:**

Upon successful completion of this course the student should be able to

1. Check the validity of a statement formula
2. analyze the concepts in set theory and relations
3. find a general solution of recurrence equation
4. build the algebraic structures and apply Lagrange's theorem on finite groups
5. Convert problem solving strategies to procedural algorithms

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO2 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO3 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO4 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO5 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

4

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**SDG Justification:**

Learning of various mathematical techniques will lead to knowledge of applications in Engineering problems

|                            |                                |          |          |          |          |          |          |
|----------------------------|--------------------------------|----------|----------|----------|----------|----------|----------|
| <b>MATH1051</b>            | <b>Graph Theory</b>            | <b>L</b> | <b>T</b> | <b>P</b> | <b>S</b> | <b>J</b> | <b>C</b> |
|                            |                                | <b>2</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>2</b> |
| <b>Pre-requisite</b>       | <b>None</b>                    |          |          |          |          |          |          |
| <b>Co- requisite</b>       | <b>None</b>                    |          |          |          |          |          |          |
| <b>Preferable exposure</b> | <b>Engineering and Science</b> |          |          |          |          |          |          |

**Course Description:**

*This course introduces basic concepts in Graph Theory, including properties and characterization of graph/trees and graph theoretic algorithms, which are widely used in Mathematical modelling and has got applications across Computer Science and other branches in Engineering.*

**Course Educational Objectives:**

1. To introduce basics of group theory and its applications
2. To impart knowledge on basic concepts of paths and circuits
3. To impart knowledge on Trees, spanning trees, shortest spanning trees
4. To familiarize in the matrix representation of graphs
5. To transform scientific problems into generic computational models

**UNIT 1** **Basics of graphs** **5 Hours**  
Finite and Infinite Graphs, Incidence and Degree, Isolated Vertex, Pendant Vertex, and Null Graph, complete graph, Bi-partite and complete Bi-partite graphs.

**UNIT 2** **Matrix representation of graphs** **5 Hours**  
Adjacency Matrix, Incidence Matrix, Path Matrix (Definition and examples)

**UNIT 3** **Paths and circuits** **6 Hours**  
Paths, and Circuits, Connected Graphs, Disconnected Graphs, and Components, Euler Graphs, Hamiltonian graphs (Definition, examples and without proofs)

**UNIT 4** **Trees** **5 Hours**  
Trees and their properties, spanning trees, minimal spanning trees, Kruskal's algorithm for finding a minimal spanning tree.

**UNIT 5** **Applications of Trees and Fundamental circuits** **5 Hours**  
Preorder, in order and post order traversals, Prefix and Postfix notations of an arithmetic expression, parsing trees.

**Textbooks:**

1. J.P. Tremblay and R. Manohar, Discrete Mathematical Structures with Applications to Computer Science, Tata McGraw Hill, 1997.

2. Narsingh Deo, Graph Theory with Applications to Engineering and Computer Science, Prentice Hall of India, 2006.

### References:

1. Bhishma Rao, Mathematical Foundations of Computer Science, SciTech Publications (India) Pvt Ltd.
2. Kenneth H. Rosen, Discrete Mathematics and Applications, Seventh edition, Tata McGrawHill, 2012.

### Course Outcomes:

Upon successful completion of this course the student should be able to

1. analyse the concepts in graph theory
2. apply graph theory concepts in core subjects such as data structures and network theory effectively
3. Identify different types of paths
4. Construct minimum spanning tree using some algorithms and identify tree traversals
5. Solve the graphical problems which are accessed in available software

### CO-PO Mapping:

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO2 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO3 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO4 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO5 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

### APPROVED IN:

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

### SDG No. & Statement:

4

Ensure inclusive and equitable quality education and promote lifelong opportunities for all.

### SDG Justification:

Learning of various mathematical techniques will lead to knowledge of applications in Engineering problems

| MATH2311            | NUMBER THEORY           | L | T | P | S | J | C |
|---------------------|-------------------------|---|---|---|---|---|---|
|                     |                         | 2 | 0 | 0 | 0 | 0 | 2 |
| Pre-requisite       | None                    |   |   |   |   |   |   |
| Co- requisite       | None                    |   |   |   |   |   |   |
| Preferable exposure | Engineering and Science |   |   |   |   |   |   |

**Course Description:**

*This course is designed to explain the basics and applications of number theory for the students of Computer Science. The core courses of these branches encounter with concepts like prime factorization, modular arithmetic, and quadratic reciprocities in number theory. The first unit of the course provide a strong platform for such encounters and the other units focuses on applications of number theory.*

**Course Educational Objectives:**

1. To teach basic concepts of number theory focusing on Computational aspects.
2. To teach the concepts of factorization of integers.
3. To teach Fermat's theorem and quadratic residues.
4. To explain Chinese remainder theorem and Euclidean algorithm.
5. To explain polynomial arithmetic.

**UNIT 1** **Basic Concepts in Number Theory** **5 Hours**  
Topics in elementary number theory, Divisibility, Greatest Common Divisor, Euclidean Algorithm

**UNIT 2** **5 Hours**  
Fundamental theorem of Arithmetic, Congruences, Properties of congruences, Linear congruences

**UNIT 3** **5 Hours**  
Fermat's theorem, Fermat's little theorem, Wilson's theorem

**UNIT 4** **5 Hours**  
Chinese remainder theorem, The functions  $\tau$  and  $\sigma$ , Euler Phi-function, Euler's theorem, Some properties of phi function

**UNIT 5** **5 Hours**  
The order of integer modulo  $n$ , Primitive roots for prime, Composite number having primitive roots

**Textbooks:**

1. Elementary Number Theory | 7th Edition by David Burton, Mc Graw Hill Education

**References:**

1. Basic Number Theory by S.B. Malik, S. Chand publishers

**Course Outcomes:**

Upon successful completion of this course the student should be able to

1. Apply concepts of number theory focusing on Computational aspects.
2. Analyze concepts of factorization of integers.
3. Explain Fermat's theorem and quadratic residues.
4. Analyse Chinese remainder theorem and Euclidean algorithm.
5. Analyse the concept of polynomial arithmetic.

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO2 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO3 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO4 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO5 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

4

Ensure inclusive and equitable quality education and promote lifelong opportunities for all.

**SDG Justification:**

Learning of various mathematical techniques will lead to knowledge of applications in Engineering problems



| MATH2291            | LINEAR ALGEBRA          | L | T | P | S | J | C |
|---------------------|-------------------------|---|---|---|---|---|---|
|                     |                         | 2 | 0 | 0 | 0 | 0 | 2 |
| Pre-requisite       | None                    |   |   |   |   |   |   |
| Co- requisite       | None                    |   |   |   |   |   |   |
| Preferable exposure | Engineering and Science |   |   |   |   |   |   |

**Course Description:**

*This course is designed to gain knowledge in the concepts of Linear Algebra focusing on basics of matrices, vector spaces and singular value decomposition to understand the basic concepts of Linear Algebra in the applications of image processing and machine learning.*

**Course Educational Objectives:**

1. To familiarize with theory of matrices and tools for solving system of linear equations
2. To impart knowledge on Eigen values and Eigen vectors.
3. To teach basic concepts of vector spaces and their properties.
4. To explain the concepts of inner product spaces.
5. To familiarize with concept of singular value decomposition and its applications

**UNIT 1** **Fundamentals of Matrices** **5 Hours**

Introduction to Matrices and Rank of a matrix, Echelon form, solving system of linear equations.

**UNIT 2** **Eigen values and Eigen vectors** **5 Hours**

Eigen values and Eigen vectors, positive definite matrices, Linear dependence, and Linear independence.

**UNIT 3** **Vector Spaces** **6 Hours**

Vector space, linear combination of vectors, linear span, basis and dimension, linear Transformation.

**UNIT 4** **Inner Product Spaces** **5 Hours**

Inner Product Spaces, examples of inner product spaces, norm and length of a vector cauchy-schwarz's inequality.

**UNIT 5** **Singular value decomposition** **5 Hours**

Singular values, computing singular value decomposition and Introduction to principal component analysis.

**Textbooks:**

1. Higher Engineering Mathematics, B. S. Grewal.
2. Linear Algebra, Schaum's Outline, 4<sup>th</sup> edition, Seymour Lipchutz, Marc Lipson

**References:**

1. Advanced Engineering Mathematics, 7th Edition, Peter V. O'Neil.
2. Advanced Engineering Mathematics, 2nd Edition, Michael. D. Greenberg.
3. Introduction to linear algebra, 5th Edition, Gilbert Strang.
4. Applied Mathematics (Vol. I & II), by P. N. Wartikar & J. N. Wartikar.
5. Digital Image Processing, R C Gonzalez and R E Woods.

**Course Outcomes:**

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

- solve the system of linear equations
- calculate Eigen values and Eigen vectors
- find the basis
- learn Singular value decomposition
- learn principal Component analysis

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO2 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO3 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO4 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO5 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

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**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

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Ensure inclusive and equitable quality education and promote lifelong opportunities for all.

**SDG Justification:**

Learning of various mathematical techniques will lead to knowledge of applications in Engineering problems.

| MATH2341            | PROBABILITY THEORY AND RANDOM VARIABLES | L | T | P | S | J | C |
|---------------------|-----------------------------------------|---|---|---|---|---|---|
|                     |                                         | 2 | 0 | 0 | 0 | 0 | 2 |
| Pre-requisite       | None                                    |   |   |   |   |   |   |
| Co- requisite       | None                                    |   |   |   |   |   |   |
| Preferable exposure | Engineering and Science                 |   |   |   |   |   |   |

**Course Description:**

*To expose the students to the basics of probability theory and random processes essential for modelling and quantifying uncertainties and noise in systems*

**Course Educational Objectives:**

- To know about various random life length models and their uses in finding the reliability of different electronic devices.
- To learn about basic properties and characteristics of various random processes with reference to signal and trunk processes.

**UNIT 1** **Probability** **5 Hours**  
 Axioms of probability theory. Probability spaces. Joint and conditional probabilities. Bayes' Theorem- Independent events.

**UNIT 2** **Random Variable** **5 Hours**  
 Random variables and random vectors. Distributions and densities. Independent random variables. Functions of one and two random variables.

**UNIT 3** **Multiple Random Variables** **6 Hours**  
 Vector random variables, joint distribution and density functions, properties, conditional distribution and density, statistical independence, distribution and density of a sum of random variables, central limit theorem.

**UNIT 4** **Expected Value of a Function of Random Variables** **6 Hours**  
 Joint moments about the origin, joint central moments, jointly Gaussian random variables - two random variables case, N random variable case.

**UNIT 5** **Random Process** **6 Hours**  
 Temporal characteristics - the random process concept, stationarity and statistical independence, correlation functions, Gaussian random processes, Poisson random process.

**Textbooks:**

1. Peyton Z. Peebles, Probability, Random Variables and Random Signal Principles, 4/e, Tata McGraw Hill, 2002.
2. Athanasios Papoulis, S. Unnikrishnan Pillai, Probability, Random Variables and Stochastic Processes, 4/e, Tata McGraw Hill, 2002.

### References:

1. Simon Haykin, Communication Systems, 4/e, Wiley Student Edition, 2006.
2. Henry Stark, John W. Woods, Probability and Random Processes with Application to Signal Processing, 3/e, Pearson Education, 2002.

### Course Outcomes:

Upon successful completion of this course, the student should be able to

1. Analyze the outcomes of random experiments and develop the concept of random variables and obtain probabilities through them
2. define single random variables in terms of their PDF and CDF, and calculate moments such as the mean and variance
3. explore the random experiments specified by multiple random variables and study the Distribution of them
4. apply the fundamentals of probability theory and random processes to practical engineering problems
5. identify and interpret the key parameters that underlie the random nature of the problems

### CO-PO Mapping:

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO2 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO3 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO4 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO5 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

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**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

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Ensure inclusive and equitable quality education and promote lifelong opportunities for all.

**SDG Justification:**

Learning of various mathematical techniques will lead to knowledge of applications in Engineering problems

| MATH2321            | RANDOM PROCESSES        | L | T | P | S | J | C |
|---------------------|-------------------------|---|---|---|---|---|---|
|                     |                         | 2 | 0 | 0 | 0 | 0 | 2 |
| Pre-requisite       | None                    |   |   |   |   |   |   |
| Co- requisite       | None                    |   |   |   |   |   |   |
| Preferable exposure | Engineering and Science |   |   |   |   |   |   |

**Course Description:**

*This course is designed to impart knowledge on random processes needed in applications such as signal processing, digital communications, speech processing, data modelling, etc.*

**Course Educational Objectives:**

1. To familiarize the students in the concepts of probability and random variables.
2. To study Random Processes, its types, distribution, and density functions.
3. To study Gaussian and Poisson processes.
4. To apply random process to signal processing in communication systems.
5. To apply skills in analysing random phenomena which occur in Electrical and Electronics Engineering applications.

**UNIT 1** **Random Processes** **6 Hours**  
Temporal characteristics - the random processes concept, Classification of random processes, stationarity and statistical independence. Time averages and Ergodicity.

**UNIT 2** **Correlation and Covariance functions** **5 Hours**  
Auto correlation, Cross correlation, Properties. Covariance functions. Gaussian random processes, Poisson random processes

**UNIT 3** **Density functions** **5 Hours**  
Probability density and joint probability density functions, Properties.

**UNIT 4** **Spectral densities functions - I** **5 Hours**  
Spectral characteristics, the power density spectrum: Properties, relationship between power density spectrum and autocorrelation function.

**UNIT 5** **Spectral densities functions-II** **5 Hours**  
Cross-power density spectrum, Properties, relationship between cross power spectrum and cross-correlation function.

**Textbooks:**

1. Peyton Z. Peebles, Probability, Random Variables and Random Signal Principles, 4/e, Tata McGraw Hill, 2002.

**References:**

1. Athanasios Papoulis, S. Unnikrishnan Pillai, Probability, Random Variables and Stochastic Processes, 4/e, Tata McGraw Hill, 2002.
2. Simon Haykin, Communication Systems, 4/e, Wiley Student Edition, 2006.
3. Henry Stark, John W. Woods, Probability and Random Processes with Application to Signal Processing, 3/e, Pearson Education, 2002.

**Course Outcomes:**

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

- solve the problems on multiple random variables, joint distribution and independence
- solve the problems Gaussian and Poisson processes
- understand the concept of random processes
- determine covariance and spectral density of stationary random processes
- characterize the random signals in communication systems with their autocorrelation and power spectral density functions

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO2 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO3 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO4 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO5 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

4

Ensure inclusive and equitable quality education and promote lifelong opportunities for all.

**SDG Justification:**

Learning of various mathematical techniques will lead to knowledge of applications in Engineering problems

| MATH2351            | OPTIMIZATION METHODS    | L | T | P | S | J | C |
|---------------------|-------------------------|---|---|---|---|---|---|
|                     |                         | 2 | 0 | 0 | 0 | 0 | 2 |
| Pre-requisite       | None                    |   |   |   |   |   |   |
| Co- requisite       | None                    |   |   |   |   |   |   |
| Preferable exposure | Engineering and Science |   |   |   |   |   |   |

**Course Description:**

*Optimization is the art of finding the best result under given conditions. In this fast-expanding world, an engineer has to use many Optimization methods, as it is the most significant in decision-making, design, manufacturing, maintenance, planning, and scheduling.*

**Course Educational Objectives:**

This course is designed to:

- introduce various optimization methods for solving real-world problems
- find optimal solutions to transportation, assignment, and sequencing problems
- know project planning and scheduling
- study the network analysis techniques through CPM and PERT

**UNIT 1** **Transportation Problem** **6 Hours**

Introduction and LP formulation of Transportation Problem, feasible solution, basic feasible solution, finding Initial basic feasible solutions by North West corner rule, Least-cost entry method, Vogel's approximation method, Transportation Algorithm (MODI Method) to find an optimal solution.

**UNIT 2** **Assignment Problems** **5 Hours**

Introduction to Assignment Problem, Mathematical formulation, Hungarian Method for finding optimal solution, unbalanced assignment problem, Travelling Salesman Problem.

**UNIT 3** **Sequencing Problem** **4 Hours**

Introduction, Basic terminology, Algorithms to obtain optimal solutions for sequencing problems with  $n$  jobs and two machines and  $n$  jobs and  $k$  machines.

**UNIT 4** **Network Analysis in Project planning** **4 Hours**

Project, Project Planning, Project Scheduling, Project Controlling, Work breakdown structure, Network Techniques, terms used in network-activity, event, path, network, dummy activity, looping, Fulkerson's rule, network diagram, and activity on node diagram.

**UNIT 5** **PERT and CPM** **7 Hours**

Critical path method (CPM), Measure of activity, Critical path analysis, the four floats, subcritical and supercritical activities, slack, Programme evaluation and review technique (PERT), time estimates, frequency distribution curve for PERT

**Text Books:**

1. Operations Research by S.D.Sarma, Kedarnath, Ramnath and company, 15<sup>th</sup> edition, 2008.
2. Operations Research An Introduction by Hamdy A. Taha, 8<sup>th</sup> edition, Pearson, 2007.

**References:**

1. Linear Programming by R K Gupta, Krishna Prakashan Mandir, 13<sup>th</sup> edition 2014.
2. Operations Research Theory and Applications by J K Sharma, 4th edition, Macmillan Publishers India Ltd, 2009

**Course Outcomes:**

On successful completion of this course, students will be able to:

1. apply MODI method for finding optimal transportation cost
2. apply Hungarian Method for solving assignment problems and finding an optimal route to the salesman
3. understand the process of finding optimal sequencing for processing jobs on machines
4. understand the network terminology and construction
5. apply CPM and PERT techniques for project management

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO2 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO3 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO4 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO5 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

4

Ensure inclusive and equitable quality education and promote lifelong opportunities for all.

**SDG Justification:**

Learning of various mathematical techniques will lead to knowledge of applications in Engineering problems



| MATH2331            | COMPUTATIONAL METHODS   | L | T | P | S | J | C |
|---------------------|-------------------------|---|---|---|---|---|---|
|                     |                         | 2 | 0 | 0 | 0 | 0 | 2 |
| Pre-requisite       | None                    |   |   |   |   |   |   |
| Co- requisite       | None                    |   |   |   |   |   |   |
| Preferable exposure | Engineering and Science |   |   |   |   |   |   |

**Course Description:**

*This course is designed for Aerospace Engineering undergraduate students. It is designed for the students for the basic understanding of techniques for numerical solution of algebraic equations, differentiation, integration used to solve aerospace engineering application problems.*

**Course Educational Objectives:**

1. Develop the mathematical skills in the areas of numerical methods.
2. Focus on the theory and applications of numerical methods in many engineering subjects which require solutions of linear systems, finding eigenvalues, eigenvectors, Interpolation, and applications, solving ODEs, PDEs.
3. Help in the foundation of computational mathematics for postgraduate courses, specialized studies, and research.
4. Train in developing the codes for implementing the numerical methods using any programming languages.
5. Formulate a mathematical model for a given engineering problem

**UNIT 1 Mathematical Modeling of Engineering Problems 5 Hours**

**Approximations:** Accuracy and precision, round-off and truncation errors, error problem with example problems. **Roots of Equations:** Formulations of linear and non-linear algebraic equations, solution with bisection, Newton-Raphson and Secant methods. Application to practical problems. **Algebraic Equations:** Formulation of linear algebraic equations from engineering problems, solution of these problems by Gauss elimination method, pitfalls of elimination and techniques for improving the solutions, Gauss Seidel iteration for solving sparse equations by avoiding storage of zero coefficients in matrix, convergence of iteration methods. LU decomposition methods for symmetric (Chelosky) matrices.

**UNIT 2 Eigenvalues and Eigenvectors Problems 5 Hours**

Formulation of equations to column, truss, spring-mass and friction problems. Solutions for the largest and smallest eigenvalues and corresponding eigenvectors. **Interpolation Methods:** Polynomial interpolation, Lagrange interpolation polynomials with equi-spaced data. **Regression or Curve Fitting:** Linear regression by least squares method.

**UNIT 3 Initial Value Problems 6 Hours**

Ordinary differential equations, Euler, Heun's and Ralston methods. Runge- Kutta method of 2nd and 4th order, application to vibration and heat transfer problems. **Boundary Value Problems:** Linear and nonlinear ordinary differential equations, boundary value problems over semi-infinite domain, solution of nonlinear equations by finite difference method.

**UNIT 4 6 Hours**

**Laplace Equations:** Finite difference discretization of computational domain, different types of boundary conditions, solution to elliptic equations. **Parabolic Transient Diffusion Equations:** Explicit and implicit formulation, Crank Nicolson Method.

**UNIT 5 Numerical Integration 6 Hours**

Trapezoidal, Simpson's 1/3 and 3/8 rule and Gauss quadrature method .

**List of Computational Exercises:**

1. Determine the real root for a given polynomial equation by (i) Bisection, (ii) Newton-Raphson until the approximate error falls below 0.5%.
2. Solve the system of simultaneous linear equations by
  - i. Naïve -Gauss elimination
  - ii. Gaussian elimination with partial pivoting
  - iii. Gauss -Seidel method.
  - iv. LU decomposition
3. Implement power method to find Eigenvalues and Eigenvectors for Spring mass system
4. Solve the parabolic partial differential equations by using explicit, implicit and semi-implicit methods
5. Solve the elliptic partial differential equations by finite difference techniques.
6. Finding the integral for a second-order polynomial using Gauss quadrature formula.
7. Solve numerical differentiation problems using Runge-Kutta 2<sup>nd</sup> and 4<sup>th</sup> order methods.
8. Find the integral by numerical methods such as Trapezoidal and Simpson's rule.

**Textbooks:**

1. S.P. Venkateshan, P. Swaminathan, Computational Methods in Engineering, 1/e, Ane Publisher, 2014.
2. S.C. Chapra, R.P. Canale, Numerical Methods for Engineers, 6/e, Tata McGraw-Hill, 2012.

**References:**

1. S.K. Gupta, Numerical Methods for Engineers, 1/e, New Age International, 2005

**Course Outcomes:**

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

1. Demonstrate understanding of common numerical methods and how they are used to

obtain approximate solutions to otherwise intractable mathematical problems.

2. Derive numerical methods for various mathematical operations and tasks, such as interpolation, differentiation, integration, the solution of linear and nonlinear equations, and the solution of differential equations.
3. Analyse and evaluate the accuracy of common numerical methods.
4. Implement numerical methods using any programming language (matlab, scilab, python...)
5. Write efficient, well-documented code and present numerical results in an informative way.

#### CO-PO Mapping:

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO2 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO3 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO4 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO5 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

#### APPROVED IN:

BOS : 26-04-2021

ACADEMIC COUNCIL: 17-09-2021

#### SDG No. & Statement:

4

Ensure inclusive and equitable quality education and promote lifelong opportunities for all.

#### SDG Justification:

Learning of various mathematical techniques will lead to knowledge of applications in Engineering problems

|                            |                                        |          |          |          |          |          |          |
|----------------------------|----------------------------------------|----------|----------|----------|----------|----------|----------|
| <b>MATH1061</b>            | <b>Introduction to Mathematics - I</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>S</b> | <b>J</b> | <b>C</b> |
|                            |                                        | <b>2</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>2</b> |
| <b>Pre-requisite</b>       | <b>None</b>                            |          |          |          |          |          |          |
| <b>Co- requisite</b>       | <b>None</b>                            |          |          |          |          |          |          |
| <b>Preferable exposure</b> | <b>Engineering and Science</b>         |          |          |          |          |          |          |

**Course Description:**

*This course is designed to introduce the mathematics required for basic physics, engineering mathematics, and introductory engineering courses.*

**Course Educational Objectives:**

- To explain the concepts of Trigonometry.
- To explain the basic concepts of differentiation and differential equations
- To teach the evaluation of definite and indefinite integrals.
- To explain the basic concepts of differential equations, multivariable and vector calculus

**UNIT 1 : Representations , Co-ordinate systems and Trigonometry 3 Hours**

Representations for Scalars, Vectors, Matrices and Tensors. Coordinate systems: cartesian and polar coordinate systems.

Trigonometry: Trigonometric functions, Periodicity, Trigonometric Ratio of Compound angles, multiple and sub multiple angles, transformations, brief introduction of inverse trigonometric, hyperbolic and inverse hyperbolic functions.

**UNIT 2 Differential Calculus 3 Hours**

**Limits and Continuity:** Definition of right hand limit, left hand limit, standard limits

(without proofs), definition of continuity and simple illustrations.

**Differentiation:** Introduction, definition, differentiation of a function at a point and on an interval, derivative of a function, differentiation of sum, difference, product and quotient of functions, differentiation of algebraic, exponential, logarithmic functions, composite, implicit, parametric, hyperbolic, inverse hyperbolic functions, derivatives of first and second order.

**UNIT 3 Integration 8 Hours**

**Indefinite Integrals:** Integration as the inverse process of differentiation, standard forms, properties of integrals, integration by the method of substitution covering algebraic, trigonometric, exponential functions, integration by parts, logarithmic functions, inverse trigonometric functions.

**Definite Integrals:** Definition of a definite integral and its properties (without proof)

## UNIT 4                      Introduction to differential equations , Multivariable calculus, and Vector Calculus                      8 Hours

Differential Equations : Order and degree of a ordinary differential equations, Formation of ordinary differential equations

Multivariable Calculus : Limits and continuity of functions of two or more variables, Partial derivatives, Total derivatives (without problems)

Vector Calculus : Gradient, Divergence and Curl (with simple problems), Introduction to line, surface and volume integrals (without problems) illustrated with Stokes, Gauss, and Green's theorems (Only statements).

### Textbooks:

1. Text book for Intermediate Mathematics, Board of Intermediate Education, AP, Volumes IA, IB & IIA, 2018.
2. NCERT class XI and XII (part 1) Mathematics text books.
3. B. S. Grewal, Higher Engineering Mathematics, 44/e, Khanna publishers, 2017.

### References:

1. V. Venkateswara Rao, N. Krishna Murthy, B.V.S.Sharma, Intermediate Mathematics, S.Chand & Company Ltd., Volume I & II.
2. Chandrika Prasad, A first Course in Mathematics.
3. Text book for Intermediate Mathematics, Deepti Publications.

### Course Outcomes:

After the completion of the course the student should be able to

- solve problems involving trigonometric functions
- understand the principles of differential calculus
- evaluate integration using various techniques
- understand the basic concepts of ordinary differential equations,
- understand the basic concepts of multivariable and vector calculus

### CO-PO Mapping:

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO2 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO3 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO4 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO5 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**  
**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

4

Ensure inclusive and equitable quality education and promote lifelong opportunities for all.

**SDG Justification:**

Learning of various mathematical techniques will lead to knowledge of applications in Engineering problems

|                     |                                  |   |   |   |   |   |   |
|---------------------|----------------------------------|---|---|---|---|---|---|
| MATH1071            | INTRODUCTION TO MATHEMATICS - II | L | T | P | S | J | C |
|                     |                                  | 2 | 0 | 0 | 0 | 0 | 2 |
| Pre-requisite       | None                             |   |   |   |   |   |   |
| Co- requisite       | None                             |   |   |   |   |   |   |
| Preferable exposure | Engineering and Science          |   |   |   |   |   |   |

**Course Description:**

*This course is designed to introduce the mathematics required for basic physics, engineering mathematics, and introductory engineering courses.*

**Course Educational Objectives:**

1. To describe the basic concepts of matrices
2. To introduce complex numbers and their properties.
3. To teach the techniques based on partial fractions
4. To explain the concepts of straight lines and circles
5. To impart knowledge on solid geometry.
6. To demonstrate the solution of a problem using computational

**UNIT 1****Matrices****6Hours**

Matrices, determinants, definition, types of matrices, algebra of matrices, properties of determinants of  $2 \times 2$ ,  $3 \times 3$  matrices, inverse of a matrix, solving simultaneous linear equations in two and three variables using matrix inverse method, Cramer's rule and Gauss Jordan method. Eigenvalues and Eigenvector of matrices.

**UNIT 2****Complex Numbers****6 Hours**

Complex number as an ordered pair of real numbers, representation of  $z = a + ib$  in the form  $(a + ib)$  conjugate complex numbers, modulus and amplitude of a complex number, geometrical representation of a complex number, Argand diagram.

**UNIT 3****Partial Fractions****6 Hours**

Introduction, resolving  $g(x)$  into partial fractions when  $g(x)$  contains non repeated linear factors, repeated linear factors, repeated and non-repeated irreducible quadratic factors.

**UNIT 4****Co-ordinate Geometry****6 Hours**

**Straight lines:** General equation of a straight line, line passing through the point of intersection of two given lines, angle between two intersecting lines, condition for perpendicularity and parallelism, length of the perpendicular from a point to a straight line, distance between two parallel lines (without proofs).

**Circles:** Equation of a circle, centre and radius, equation of a circle through three non collinear points, parametric equations of a circle.

**Unit V Solid Geometry****6 hours**

**Solid Geometry:** Equation of a plane, Intersection of two planes, Equation of a sphere in spherical and cartesian coordinates, Intersection of a plane and a sphere.

**Textbooks:**

1. Textbook for Intermediate Mathematics, Board of Intermediate Education, AP, Volumes IB, IIA & IIB, 2018.
2. NCERT class XI and XII (part 1 & 2) Mathematics text books.

**References:**

1. V. Venkateswara Rao, N. Krishna Murthy, B.V.S. Sharma, Intermediate Mathematics, S. Chand & Company Ltd., Volume I & II.
2. Chandrika Prasad, A first Course in Mathematics.
3. Text book for Intermediate Mathematics, Deepti Publications.

**Course Outcomes:**

After the completion of the course the student should be able to

1. describe the properties of matrices
2. describe the properties of complex numbers
3. find a fractional function and resolve it into partial fractions
4. illustrate straightline and circle properties and describe different regions in different co-ordinate systems
5. illustrate the procedure to solve a problem using math software

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO2 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO3 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO4 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO5 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS : 26-04-2021****ACADEMIC COUNCIL: 17-09-2021****SDG No. & Statement:****4**

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**SDG Justification:**

Learning of various mathematical techniques will lead to knowledge of applications in Engineering problems



|                            |                                   |          |          |          |          |          |          |
|----------------------------|-----------------------------------|----------|----------|----------|----------|----------|----------|
| <b>MATH2361</b>            | <b>PROBABILITY AND STATISTICS</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>S</b> | <b>J</b> | <b>C</b> |
|                            |                                   | <b>3</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>3</b> |
| <b>Pre-requisite</b>       | <b>None</b>                       |          |          |          |          |          |          |
| <b>Co- requisite</b>       | <b>None</b>                       |          |          |          |          |          |          |
| <b>Preferable exposure</b> | <b>Engineering and Science</b>    |          |          |          |          |          |          |

**Course Description:**

*Probability theory is important when it comes to evaluating statistics. This course treats the most common discrete and continuous distributions, showing how they use in decision and estimation problems, and constructs computer algorithms for generating observations from the various distributions.*

**Course Educational Objectives:**

1. To familiarize the students with the foundations of probability and statistical methods
2. To impart concepts in probability and statistical methods in engineering applications.

**UNIT 1 Data Science and Probability 10 Hours**

**Data Science:** Statistics introduction, Population vs Sample, collection of data, primary and secondary data, types of variables: dependent and independent Categorical and Continuous variables, data visualization, Measures of central tendency, Measures of dispersion (variance).

**Probability:** Probability axioms, addition law and multiplicative law of probability, conditional probability, Baye's theorem (without proof).

**UNIT 2 Random Variable and Probability Distributions 8 Hours**

Random variables (discrete and continuous), probability density functions, probability distribution - Binomial, Poisson and normal distribution-their properties (mathematical expectation and variance).

**UNIT 3 Correlation, Regression and Estimation 8 Hours**

Correlation, correlation coefficient, rank correlation, regression, lines of regression, regression coefficients, principle of least squares and curve fitting (straight Line, parabola and exponential curves). **Estimation:** Parameter, statistic, sampling distribution, point estimation, properties of estimators, interval estimation.

**UNIT 4 Testing of Hypothesis and Large Sample Tests 8 Hours**

Formulation of null hypothesis, alternative hypothesis, the critical region, two types of errors, level of significance, and power of the test. Large Sample Tests: Test for single proportion, difference of proportions, test for single mean and difference of means. Confidence interval for parameters in one sample and two sample problems

**UNIT 5****Small Sample Tests****6 Hours**

Student t-distribution (test for single mean, two means and paired t-test), testing of equality of variances (F-test),  $\chi^2$  - test for goodness of fit,  $\chi^2$  - test for independence of attributes.

**Textbooks:**

1. Miller and Freunds, Probability and Statistics for Engineers, 7/e, Pearson, 2008.
2. S.C. Gupta and V.K. Kapoor, Fundamentals of Mathematical Statistics, 11/e, Sultan Chand & Sons Publications, 2012.

**References:**

1. S. Ross, A First Course in Probability, Pearson Education India, 2002.
2. W. Feller, An Introduction to Probability Theory and its Applications, 1/e, Wiley, 1968.

**Course Outcomes:**

Upon successful completion of this course, the student should be able to

1. classify the concepts of data science and its importance
2. apply discrete and continuous probability distributions
3. explain the association of characteristics through correlation and regression tools
4. identify the components of a classical hypothesis test
5. infer the statistical inferential methods based on small and large sampling tests

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO2 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO3 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO4 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |
| CO5 | 2   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1    | 1    | 1    | 2    | 1    | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS : 26-04-2021****ACADEMIC COUNCIL: 17-09-2021****SDG No. & Statement:****4**

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**SDG Justification:**

Learning of various mathematical techniques will lead to knowledge of applications in Engineering problems

| MECH1011            | ENGINEERING VISUALIZATION AND<br>PRODUCT REALIZATION | L | T | P | S | J | C |
|---------------------|------------------------------------------------------|---|---|---|---|---|---|
|                     |                                                      | 0 | 0 | 4 | 0 | 0 | 2 |
| Pre-requisite       | None                                                 |   |   |   |   |   |   |
| Co- requisite       | 3D Printing                                          |   |   |   |   |   |   |
| Preferable exposure | Fusion 360 Additional Modules                        |   |   |   |   |   |   |

**Course Description:**

*This course introduces basic engineering drawing concepts such as projections, sectional views, and utility of drafting and modelling packages. The course imparts the knowledge of modelling and assembling of components using CAD software. The course also includes preparation of 3D models using 3D printing. The modules and topics mentioned in this course are designed to ensure all-inclusive and thorough education with equity to all persons and always promote learning opportunities.*

**Course Educational Objectives:**

1. To create awareness of engineering drawing as relevant to industry standards.
2. To improve visualization abilities essential for successful engineering design.
3. To impart 2D sketching and 3D modeling using the relevant software.
4. To teach assembly drawing and simulation of motion between mating components.
5. To introduce basic 3D printing software for preparing the products for printing.

**List of experiments:**

1. Manual Drawing: Introduction to Engineering graphics: Principles of Engineering Graphics and their significance, conventions in drawing lettering, BIS Conventions, Dimensioning, Sectional Views
2. Free hand sketching, Free hand sketching of isometric & orthographic views and interpretation of drawings.
3. Computer Aided Drafting, Introduction to CAD software: Basic draw and Modify commands in 2d
4. Introduction to 2D and 3D modelling using CAD packages
5. Assembly drawings, Assembly of individual 3D components, animation of motion
6. Coordinating multiple moving parts under joint constraints.
7. 3D printing, Introduction to 3D printing software, slicing.
8. Grading and rendering of simple geometries using software.

**List of Projects:**

Any one project among the following can be opted by the student and submitted: IC Engine Model (3D printed mini model)

- Belt Drive for a bike
- Four Wheel Drivable
- ATV Robot
- Toy making
- Carrom board
- Chess board and pieces model toy train,
- Avengers
- Building Bridges dams etc.,
- Wind Turbine Model etc
- Design of Radar and 3D Printing of Radar
- Models' Programmable logic Controllers –PLC
- Arduino Board Design and 3D Printing of Enclosures for Arduino Boards
- Design of mini mother boards

**Text Books:**

1. N D Bhatt, 'Engineering Drawing', 53, Charotar Publishers, Gujarat India, 2019, 9789380358963
2. Lydia Sloan Cline, 'Fusion 360 for Makers: Design Your Own Digital Models for 3D Printing and CNC Fabrication – Import, 5 June 2018', 1, Make Community LLC, USA, 2018, 9781680456509

**References:**

1. Randy Shih, 'Parametric Modeling with Autodesk Fusion 360', (Spring 2021 Edition), SDC Publications, Squibb Road Mission, KS, 2021, 1630574376, 9781630574376

**Online Resources:**

1. Introduction-to-parametric-modeling. 14, 2021, 1:27 p.m., <https://www.ascented.com/courseware/product/autodesk-fusion-360--introduction-to-parametric-modeling>
2. PP Song et al., [https://www.researchgate.net/publication/325189986\\_Research\\_and\\_Application\\_of\\_Autodesk\\_Fusion360\\_in\\_Industrial\\_Design](https://www.researchgate.net/publication/325189986_Research_and_Application_of_Autodesk_Fusion360_in_Industrial_Design), 2018, 8

**Course Outcomes:**

1. Prepare drawings as per international standards.
2. Utilize Engineering visualization as Language of Engineers.
3. Sketch 2D models using CAD software
4. Sketch 3D models using CAD package.
5. Develop model for printing simple objects using 3D printer

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3   | 2   |     | 1   | 1   | 2   |     |     |     |      |      |      | 3    | 1    | 1    |
| CO2 | 3   | 3   |     | 2   | 1   | 3   | 1   |     | 2   | 1    | 1    |      | 2    | 2    | 1    |
| CO3 | 2   | 3   |     | 3   | 1   | 2   |     |     | 2   | 1    | 2    |      | 3    | 2    | 1    |
| CO4 | 2   | 3   |     | 3   | 1   | 3   |     |     |     |      |      |      | 3    | 2    | 2    |
| CO5 | 3   | 3   | 3   | 3   | 3   | 3   |     | 2   |     | 3    | 3    | 1    | 3    | 2    | 3    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS : 26-04-2021****ACADEMIC COUNCIL: 17-09-2021****SDG No. & Statement:**

**SDG 4** - ensure all-inclusive and thorough education with equity to all persons and always promote learning opportunities.

**SDG-9** engineers build resilient infrastructure which promote inclusive and sustainable industrialization and foster innovation.

**SDG Justification:**

**SDG 4**-The modules and topics mentioned in this course are designed to ensure all-inclusive and thorough education with equity to all persons and always promote learning opportunities.

**SDG 9**-The modules and topics mentioned in this course are designed to ensure the engineers build resilient infrastructure which promote inclusive and sustainable industrialization and foster innovation.

| MECH1021            | WORKSHOP                                 | L | T | P | S | J | C |
|---------------------|------------------------------------------|---|---|---|---|---|---|
|                     |                                          | 0 | 0 | 2 | 0 | 0 | 2 |
| Pre-requisite       | None                                     |   |   |   |   |   |   |
| Co- requisite       | Isometric Views, Development of surfaces |   |   |   |   |   |   |
| Preferable exposure | 2D Drawings, Power tools                 |   |   |   |   |   |   |

**Course Description:**

*This course enables the students to familiarize with the basic fabrication practices and to explore the various devices, tools and equipment used. Hands-on exercise is provided in various trade sections. Essentially student should understand the labor involved, machinery or equipment necessary, time required to fabricate and should be able to estimate the cost of the product or job work which are fundamental tasks for engineering plans.*

**Course Educational Objectives:**

1. Explain tools used in carpentry, fitting and sheet metal and practice procedure of doing experiments.
2. Make the students to learn types of basic electric circuit connections and PCBs.
3. Provide training to prepare FRP composites.
4. Train the students on preparing 3D plastics using injection molding.
5. Demonstrate on utilizing 3D printer for printing 3D objects

**List of Jobs:**

1. Wood Working - Cross halving Joint/Dove Tail Joint/End Bridle Joint (Any two)
2. Sheet Metal working - Taper tray/conical funnel/Elbow pipe (Any Two) (including soldering).
3. Fitting- V fit/Dove Tail fit/ Semicircular fit (Any Two)
4. Electrical Wiring -Parallel and series connection
5. Electrical Wiring -Two-way switch connection
6. Electrical Wiring- Wiring of lighting systems
7. Injection molding-Make any two plastic components using injection molding machine.
8. 3D printing Demonstration

**Text Books:**

1. P. Kannaiah, K. L. Narayana, 'Workshop Manual', 2/e, Scitech Publications, India, 2007.
2. B. L Juneja , 'Workshop Practice ', 1/e, Cengage Learning ,Delhi, 2015

**References:**

1. K Mallick, 'Fiber-Reinforced Composites: Materials, Manufacturing, and Design', 3/e, CBC Press, New York, 2007.

**Course Outcomes:**

After completion of this lab the student will be able to

1. Summarize application of different power tools
2. Develop different parts with metal sheet/wood working/fits in real time applications.
3. Demonstrate electrical circuits in various applications.
4. Prepare models using injection molding m/c .
5. Familiarize with 3D printer operations

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2   | 2   |     |     | 3   |     |     |     | 2   |      |      | 3    | 2    |      |      |
| CO2 | 2   | 2   | 3   | 1   | 3   | 2   | 2   |     | 3   | 3    |      |      | 3    | 2    |      |
| CO3 | 3   | 2   |     |     |     |     |     |     |     |      |      |      | 2    |      |      |
| CO4 | 2   | 2   | 3   |     | 2   |     |     |     |     |      |      |      | 2    |      |      |
| CO5 | 3   | 1   |     |     | 2   |     | 1   |     |     |      |      |      | 2    | 1    |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**  
**BOS :29-4-2021**

**ACADEMIC COUNCIL: 17-9-2021**

**SDG No. & Statement:**

**SDG 4** - ensure all-inclusive and thorough education with equity to all persons and always promote learning opportunities.

**SDG Justification:**

The modules and topics mentioned in this course are designed to ensure all-inclusive and thorough education with equity to all persons and always promote learning opportunities.

| MECH1001            | DESIGN THINKING | L | T | P | S | J | C |
|---------------------|-----------------|---|---|---|---|---|---|
|                     |                 | 0 | 0 | 2 | 0 | 0 | 1 |
| Pre-requisite       | None            |   |   |   |   |   |   |
| Co- requisite       | None            |   |   |   |   |   |   |
| Preferable exposure | None            |   |   |   |   |   |   |

### Course Pre-requisite(s): Engineering Visualization and Product Realization

#### Course Description:

*Design is a realization of a concept or idea into a configuration, drawing or product. Design Thinking is the cognitive and practical process by which design concepts are developed by designers. Innovation is a new idea or a new concept. Product development is the creation of a new or different product that offers new benefits to the end-user. This course introduces design thinking in product innovation.*

#### Course Educational Objectives:

1. To familiarize the product design process
2. To introduce the basics of design thinking
3. To bring awareness on idea generation
4. To familiarize the role of design thinking in services design

| Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Type     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Each member of the group has to ask (vocally) the group members different questions about a product that they would like to design. Write down the questions and answers and submit as a word or pdf document.                                                                                                                                                                                                                                                                                                                                   | Exercise |
| Each member of the group must ask (vocally) the group members questions about the product chosen in the previous experiment. This helps to gain indepth insights as well as new findings and information in order to grasp the problem or situation holistically or simply to find relevant questions for an interview. Write down the questions and answers and submit as a word or pdf document                                                                                                                                                | Exercise |
| <ul style="list-style-type: none"> <li>• Identify relevant factors of influence that constitute the basis for a new or improved product or offer; then analyze it in a targeted manner.</li> <li>• Make sure that you are sufficiently creative in the analysis process, because the focus is on technical “details”.</li> <li>• Boost the efficiency of the analysis process by avoiding empty runs.</li> <li>• Make use of a standardized procedure in order to examine the problem and solution space again with the help of data.</li> </ul> | Exercise |
| <ul style="list-style-type: none"> <li>• Do research, talk with people, and have empathy to formulate profound stories.</li> <li>• Summarize the results from the “understand” and “observe” phases and discuss with the team.</li> </ul>                                                                                                                                                                                                                                                                                                        | Exercise |



- Highlight unexpected results and generate new perspectives.
- In general, share insights, ideas, and results (solutions) with others.
- Explore untapped market opportunities. Exercise
- Provide differentiated and new offers based on the user needs.
- Adapt a strategy to new market needs by understanding the competitive edge.
- Establish the right vision for the design challenge or a road map for stepby-step implementation and control mechanisms.
- Find out at an early stage whether the basic need is satisfied and the product attracts interest on the market. Exercise
- Find out through iterative testing whether the user need is met with a minimally functional product and how the product should be enhanced.
- Find out through user feedback how much demand there is for the product before developing further details and features.
- Minimize the risk of investing in a solution for which there is little demand on the market, thus saving time, money, and energy.
- Perform a true A/B test or several variants of a prototype in the form of a multi-variants test or as split testing. Exercise
- Do a quantitative evaluation.
- Carry out a qualitative survey and evaluate the number and content of feedbacks.
- Compare individual variants of a function or a prototype (e.g. buttons, visuals, arrangement).
- Collect and appraise experiences made in the project in a structured manner. Exercise
- Learn from experience and make use of it in the next project.
- Facilitate a positive attitude toward mistakes and appreciate progress.
- Identify and document the findings; make them applicable and usable.
- Case Studies: Example : Software Prototyping, Additive Manufacturing; Design of Arduino Boards for various applications etc Exercise

### Text Books:

1. Pahl, Beitz, Feldhusen, Grote, 'Engineering Design: a systematic approach', 3rd, Springer Science & Business Media, London, 2007, 978-1846283185
2. Christoph Meinel, Larry Leifer, Hasso Plattner, 'Design Thinking Understand – Improve – Apply', 1st, Springer, Berlin, Heidelberg, 2011, 978-3-642-13756-3

### References:

1. Marc Stickdorn, Jakob Schneider, 'This is Service Design Thinking: Basics, Tools, Cases', 1st, WILEY, United States, 2012, 978-1-118-15630-8

**Course Outcomes:**

1. Innovate new methods in product development
2. Apply Design Thinking in developing the new designs
3. Select ideas from ideation methods in new product development
4. Use Design Thinking in developing software products
5. Apply principles of Design Thinking in service design

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3   | 2   |     | 1   | 1   | 2   |     |     |     |      |      |      | 3    | 1    | 1    |
| CO2 | 3   | 3   |     | 2   | 1   | 3   | 1   |     | 2   | 1    | 1    |      | 2    | 2    | 1    |
| CO3 | 2   | 3   |     | 3   | 1   | 2   |     |     | 2   | 1    | 2    |      | 3    | 2    | 1    |
| CO4 | 2   | 3   |     | 3   | 1   | 3   |     |     |     |      |      |      | 3    | 2    | 2    |
| CO5 | 3   | 3   | 3   | 3   | 3   | 3   |     | 2   |     | 3    | 3    | 1    | 3    | 2    | 3    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS: 29-4-2021**

**ACADEMIC COUNCIL: 17-9-2021**

**SDG No. & Statement:****SDG 9**

The modules and topics mentioned in this course are designed to ensure the engineers build resilient infrastructure which promote inclusive and sustainable industrialization and foster innovation.

**SDG Justification:**

The course involves design aspects

| PHYS1001            | PHYSICS | L | T | P | S | J | C |
|---------------------|---------|---|---|---|---|---|---|
|                     |         | 2 | 1 | 2 | 0 | 0 | 4 |
| Pre-requisite       | None    |   |   |   |   |   |   |
| Co- requisite       | None    |   |   |   |   |   |   |
| Preferable exposure | None    |   |   |   |   |   |   |

**Course Description:**

*This course is designed with fundamentals of electromagnetism and properties of materials for advanced courses in their respective engineering branches. It introduces electromagnetic theory with relevant mathematical tools, optical fibres and their propagation characteristics, properties of dielectric and magnetic materials. It also introduces principles of semiconductors and some widely used semiconductor devices for various applications.*

**Course Educational Objectives:**

1. To introduce mathematical principles to estimate forces, fields and waves.
2. To familiarize students with electromagnetics in modern communication systems.
3. To impart knowledge concerning the electrical behaviour of dielectric materials.
4. To demonstrate the properties of magnets.
5. To introduce semiconductor physics and devices.

**UNIT 1** **Basics of Electromagnetics** **9 Hours**

Electrostatic field: Coulomb's law and Gauss' law, derivation of Coulombs law from Gauss' law, applications of Gauss' law (line charge, thin sheet of charge and solid charged sphere), Gauss' law of electrostatics in dielectric medium, divergence and curl of electric fields, electric potential, relation between potential and force, Poisson's and Laplace equations. Magnetostatic field: Biot-Savarts' law, divergence and curl of magnetic fields, Faraday's and Ampere's laws in integral and differential form, displacement current, continuity equation, Maxwell's equations.

**UNIT 2** **Fiber Optics** **7 Hours**

Introduction, advantages of optical fibers, principle and structure, acceptance angle, numerical aperture, modes of propagation, classification of fibers, fiber optic communication, importance of V-number, fiber optic sensors (Temperature, displacement and force), applications.

**UNIT 3** **Dielectric, Magnetic and superconducting Materials** **10 Hours**

Dielectric materials: Introduction, electric polarization, dielectric polarizability, susceptibility and dielectric constant, types of polarizations (qualitative treatment only). Magnetic materials: Introduction, magnetic dipole moment, magnetization, magnetic susceptibility and permeability, origin of permanent magnetic moment, classification of magnetic materials, Weiss theory of ferromagnetism (qualitative), domain theory, hysteresis, soft and hard magnetic materials.

Superconductivity: definition –Meissner effect –type I & II superconductors –BCS theory (qualitative) –high temperature superconductors –Josephson effects applications.

## UNIT 4

## Semiconductor Physics

## 8 Hours

Introduction, origin of energy band, intrinsic and extrinsic semiconductors, mechanism of conduction in intrinsic semiconductors, generation and recombination, carrier concentration in intrinsic semiconductors, variation of intrinsic carrier concentration with temperature, n-type and p-type semiconductors, carrier concentration in n-type and p-type semiconductors, Drift and diffusion currents in semiconductors.

## UNIT 5

## Semiconductor Devices

## 8 Hours

Zener Diode, Tunnel diode, Hall effect and its applications, magnetoresistance, p-n junction layer formation and V-I characteristics, direct and indirect band gap semiconductors, construction and working of photodiode, LED, solar cell.

## PHYSICS LABORATORY

## List of Experiments

1. To determine the magnetic field along the axis of a circular coil carrying current.
2. To determine the numerical aperture of a given optical fiber and hence to find its acceptance angle
3. To determine magnetic susceptibility by Quincke's tube method
4. To determine the Hall coefficient using Hall effect experiment
5. To determine the resistivity of semiconductor by Four probe method
6. To determine the energy gap of a semiconductor.
7. To study the characteristics of PN Junction diode.
8. To study magnetic hysteresis loop (B-H curve).
9. To determine the dielectric constant of a substance by resonance method.
10. To determine hysteresis loss by CRO.
11. To study the characteristics of Photodiode
12. To study the characteristics of Solar Cell
13. To study the characteristics of Zener diode
14. To study the resonance of LCR circuit

**Text Books:**

1. David J.Griffiths, “Introduction to Electrodynamics”, 4/e, Pearson Education, 2014.
2. Charles Kittel, “Introduction to Solid State Physics”, Wiley Publications, 2011.
3. M. N. Avadhanulu, P.G. Kshirsagar, “A Text book of Engineering Physics”, 11/e, S. Chand Publications, 2019.

### References:

1. Principles of Physics, 10ed, ISV, Jearl Walker, David Halliday, Robert Resnick, Wiley India.
2. Gerd Keiser, "Optical Fiber Communications", 4/e, Tata Mc Graw Hill, 2008.
3. S.O.Pillai, "Solid State Physics", 8/e, New Age International, 2018.
4. S.M. Sze, "Semiconductor Devices-Physics and Technology", Wiley, 2008.

**Journal(s):**

1. <https://aapt.scitation.org/doi/abs/10.1119/1.3317450>
2. <https://aapt.scitation.org/doi/full/10.1119/1.5144798>
3. <https://aapt.scitation.org/doi/abs/10.1119/1.1511591>

**Course Outcomes:**

1. Apply mathematical principles to estimate magnetic and electric forces, fields and waves
2. Use the principles of EM waves and Maxwell equations to understand communication systems
3. Apply basic properties of dielectric, magnetic and superconducting materials in electromagnetics
4. Understand physics of semiconducting materials
5. Use working principles of semiconducting devices in electronic circuits

**Text Book:**

1. S. Balasubramanian, M.N. Srinivasan "A Text book of Practical Physics"- S Chand Publishers, 2017

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1   | 1   |     |     |     |     |     |     | 1   |      |      | 1    | 1    |      |      |
| CO2 | 1   | 1   |     |     |     |     |     |     | 1   |      |      | 1    | 1    |      |      |
| CO3 | 1   | 1   |     |     |     |     |     |     | 1   |      |      | 1    | 1    |      |      |
| CO4 | 1   | 1   |     |     |     |     |     |     | 1   |      |      | 1    | 1    |      |      |
| CO5 | 1   | 1   |     |     |     |     |     |     | 1   |      |      | 1    | 1    |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

**SDG Justification:**

| PHYS1011            | MECHANICS AND PROPERTIES OF MATTER | L | T | P | S | J | C |
|---------------------|------------------------------------|---|---|---|---|---|---|
|                     |                                    | 3 | 1 | 0 | 0 | 0 | 4 |
| Pre-requisite       | None                               |   |   |   |   |   |   |
| Co- requisite       | None                               |   |   |   |   |   |   |
| Preferable exposure | None                               |   |   |   |   |   |   |

**Course Description:**

*This course is designed for students of Aerospace, Civil and Mechanical Engineering. It introduces fundamentals of elasticity and thermal properties – the essentials for understanding the behaviour of materials. Mechanics of solids is taught to acquaint them with the behaviour of rigid objects. An introduction to sensors will be useful for all the branches as an application of modern technology.*

**Course Educational Objectives:**

1. To acquaint the basic concepts of sound waves and principles in acoustic design.
2. To introduce the concepts of elasticity, strain hardening and failure in materials and impart the relation between stress and strain.
3. To impart the phenomenon of heat transfer so as to understand a wide variety of practical engineering problems.
4. To demonstrate the use of Newton's laws of motion for understanding the mechanics of a particle.
5. To explain the working principle and construction of different types of sensors.

**UNIT 1** **Mechanics** **10 Hours**

Basic laws of vectors and scalars; Rotational frames; Conservative and non-conservative forces;  $F = -\text{grad } V$ ; Central forces; Elliptical, parabolic and hyperbolic orbits; Noninertial frames of reference; Centripetal acceleration; Harmonic oscillator; Damped harmonic motion; Forced oscillations and resonance. Degrees of freedom.

**UNIT 2** **Elasticity** **8 Hours**

Concepts of elasticity and plasticity, stress and strain, Hooke's law, different moduli of elasticity, Poisson's ratio, strain energy, stress-strain diagram, elastic behavior of a material, factors affecting elasticity, relation between different moduli of elasticity, determination of elastic moduli.

**UNIT 3** **Thermal Properties** **10 Hours**

Transfer of heat energy; Thermal expansion of solids and liquids; Expansion joints - bimetallic strips; Thermal conduction, convection and radiation and their fundamental laws; Heat conduction in solids; Thermal conductivity - Forbe's and Lee's disc method: theory and experiment; Applications (qualitative only): heat exchangers, refrigerators, ovens and solar water heaters.

**UNIT 4****Acoustics****8 Hours**

Characteristics of sound waves; Weber-Fechner Law; Absorption coefficient, determination of absorption coefficient; Reverberation time; Sabine's formula, derivation of Sabine's formula using growth and decay method; Intensity of sound; Acoustics of buildings, Acoustic requirements of a good auditorium.

**UNIT 5****Sensors****9 Hours**

Sensors (qualitative description only); Different types of sensors and applications; Strain and pressure sensors- Piezoelectric, magnetostrictive sensors; Fibre optic methods of pressure sensing; Temperature sensor - bimetallic strip, pyroelectric detectors; Hall-effect sensor; Smoke and fire detectors.

**Text Books:**

1. D.Kleppner and Robert Kolenkow "An Introduction to Mechanics- II" Cambridge University Press, 2015.
2. M.N. Avadhanulu & T.V.S. Arun Murthy, S Chand A Textbook of Engineering Physics, Volume-I 2018.
3. Ian R Sinclair, Sensor and Transducers 3/e, Elsevier (Newnes), 2001.

**References:**

1. M K Varma, "Introduction to Mechanics"-Universities Press, 2015
2. Prithwiraj Purkait, Budhaditya Biswas and Chiranjib Koley, Chapter 11 Sensors and Transducers, Electrical and Electronics Measurements and Instrumentation, 1/e., McGraw Hill Education (India) Private Limited, 2013.

**Course Outcomes:**

After completion of this course, the student will be able to

1. describe the fundamental principles of acoustics with emphasis on physical mechanisms, law and relationships
2. apply the concepts of strain, internal force, stress and equilibrium to deformation of solids
3. explain the fundamental theory for the analysis of heat transfer processes in solids and liquids and to apply basic principles of heat transfer in design of refrigerators and heaters
4. estimate forces and moments in mechanical systems using scalar and vector techniques
5. outline the basic principle and operation of different types of sensors

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1   |     |     |     |     |     |     | 1   |     |      | 1    |      | 1    | 1    |      |
| CO2 | 1   | 1   |     |     |     |     |     | 1   |     |      | 1    |      | 1    | 1    |      |
| CO3 | 1   | 1   |     |     |     |     |     | 1   |     |      | 1    |      | 1    | 1    |      |
| CO4 | 1   | 1   |     |     |     |     |     | 1   |     |      | 1    |      | 1    | 1    |      |
| CO5 | 1   |     |     |     |     | 1   |     | 1   |     |      | 1    |      | 1    | 1    |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

**SDG Justification:**



| PHYS1021            | PRINCIPLES OF QUANTUM MECHANICS | L | T | P | S | J | C |
|---------------------|---------------------------------|---|---|---|---|---|---|
|                     |                                 | 3 | 1 | 0 | 0 | 0 | 4 |
| Pre-requisite       | None                            |   |   |   |   |   |   |
| Co- requisite       | None                            |   |   |   |   |   |   |
| Preferable exposure | None                            |   |   |   |   |   |   |

**Course Description:**

*This course is designed with principles of Quantum mechanics for advanced courses in their respective engineering branches. It introduces Quantum mechanics with relevant mathematical tools and provides a basis for further study of quantum mechanics. It also introduces basics of Qubits for Quantum computing applications.*

**Course Educational Objectives:**

1. To introduce the basic principles of quantum mechanics.
2. To introduce wave equation and significance of wave function.
3. To teach solving the Schrödinger's equation for spinless particles moving in one-dimensional potential.
4. To develop an understanding of concepts of angular momentum.
5. To introduce Dirac bra-ket formalism and the concept of QUBITs.

**UNIT 1 Introduction to Quantum Physics 10 Hours**

Introduction, Classical Mechanics vs Quantum Mechanics, Planck's quantum theory (qualitative), Photo-electric effect. De Broglie wavelength and matter waves; Davisson-Germer experiment. Wave description of particles by wave packets. Group and Phase velocities and relation between them, Wave-particle duality, Heisenberg uncertainty principle: ground state energy of hydrogen atom.

**UNIT 2 Properties of Matter Waves 8 Hours**

Matter waves and wave amplitude; Schrodinger equation for non-relativistic particles; Momentum and Energy operators; stationary states; physical interpretation of a wave function, probabilities, and normalization.

**UNIT 3 Quantum Tunneling 8 Hours**

One dimensional infinitely rigid box-energy eigenvalues and eigenfunctions, normalization; Quantum dot as example; Quantum mechanical tunnelling in one dimensional rectangular potential barrier, 1D linear harmonic oscillator (no derivation required, only eigen function, eigen values and zero-point energy).

**UNIT 4 Quantum Properties of Electrons 9 Hours**

Electron angular momentum, angular momentum operator, Space quantization. Electron Spin and Spin Angular Momentum. Larmor's Theorem. Spin Magnetic Moment. Stern-Gerlach Experiment. Zeeman Effect, Stark Effect, Gyromagnetic Ratio and Bohr

Magneton (qualitative)

## UNIT 5

## Qubits for Quantum Computing

10 Hours

Introduction to Dirac Bra-Ket notation, Introduction to Pauli spin matrices, Quantum Superposition, Interference, Quantum Measurement, Decoherence, Entanglement, Bloch sphere, Qubits, and multiple qubits, Qubits Vs classical bits, representation of a qubit probability.

### Textbooks:

1. Quantum Mechanics, G. Aruldas, 2ndEdn. 2002, PHI Learning of India.
2. Quantum Mechanics, Satya Prakash, 2016, Pragati Prakashan.
3. Quantum Computing for Everyone, Chris Bernhardt, 2019, The MIT Press,

### References:

1. Introduction to Quantum Mechanics, D.J. Griffith, 2ndEd. 2005, Pearson Education.
2. Quantum Computing: An Applied Approach, Jack D. Hidary, 2019,

### Journal(s):

1. <https://aapt.scitation.org/doi/full/10.1119/1.4897588>
2. <https://aapt.scitation.org/doi/full/10.1119/1.3639154>

### Websites

1. <https://www.intechopen.com/online-first/73811>
2. <https://www.quantum-inspire.com/kbase/what-is-a-qubit/>

### Course Outcomes:

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

1. Explain the basic principles of quantum mechanics.
2. Interpret wave equation and significance of wave function.
3. Solve the Schrödinger's equation for spinless particles moving in one-dimensional potential.
4. Understand of concepts of angular momentum and spin.
5. Apply Dirac bra-ket formalism to the concept of QUBITs.

### CO-PO Mapping:

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1   | 1   |     |     |     |     |     |     | 1   |      |      | 2    | 1    |      |      |
| CO2 | 1   | 1   |     |     |     |     |     |     | 1   |      |      | 2    | 1    |      |      |
| CO3 | 1   | 1   |     |     |     |     |     |     | 1   |      |      | 2    | 1    |      |      |
| CO4 | 1   | 1   |     |     |     |     |     |     | 1   |      |      | 2    | 1    |      |      |
| CO5 | 2   | 2   |     |     |     |     |     |     | 2   |      |      | 2    | 2    | 1    |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**  
**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

**SDG Justification:**

| PHYS1241            | PHYSICS OF OPTOELECTRONIC DEVICES | L | T | P | S | J | C |
|---------------------|-----------------------------------|---|---|---|---|---|---|
|                     |                                   | 3 | 1 | 0 | 0 | 0 | 4 |
| Pre-requisite       | None                              |   |   |   |   |   |   |
| Co- requisite       | None                              |   |   |   |   |   |   |
| Preferable exposure | None                              |   |   |   |   |   |   |

**Course Description:**

*This course is designed with fundamentals of electromagnetism and properties of materials for advanced courses in their respective engineering branches. It introduces electromagnetic theory with relevant mathematical tools, optical fibres and their propagation characteristics, properties of dielectric and magnetic materials. It also introduces principles of semiconductors, and some widely used semiconductor devices for various applications.*

**Course Educational Objectives:**

1. To introduce nature light and its properties.
2. To familiarize students with different semiconductors and its energy band gaps.
3. To introduce semiconductor physics and devices.
4. To impart knowledge about the semiconducting optical devices.
5. To demonstrate the properties of different semiconducting optical devices.

**UNIT 1** **Elements of light** **8 Hours**

Nature of light, Light sources, Black body, Colour temperature, Units of light, Radio metric and photometric units, Light propagation in media and waveguides, Electro-optic effects. Overview of luminescence: Photoluminescence, Cathodoluminescence, Electroluminescence, Injection-luminescence.

**UNIT 2** **Semiconductor Materials** **10 Hours**

Free electron theory of metals, Density of states in 1D, 2D, and 3D, Bloch's theorem for particles in a periodic potential, Energy band diagrams, Kronig-Penny model (to introduce origin of band gap), Energy bands in solids, E-k diagram, Direct and indirect bandgaps, Types of electronic materials: metals, semiconductors, and insulators, Occupation probability, Fermi level, Effective mass.

**UNIT 3** **Principles of Lasers** **10 Hours**

Optical transitions in bulk semiconductors: absorption, spontaneous emission, and stimulated emission; Einstein coefficients, Population inversion, Transition rates (Fermi's golden rule), Optical loss and gain; semiconducting diode laser, applications of semiconductor Lasers.

**UNIT 4** **Solar cells and Photovoltaic devices** **9 Hours**

Charge carrier generation and recombination, p-n junction model and depletion capacitance, Photovoltaic effect, Physics of Solar Cells, Principle of solar energy conversion,

Conversion efficiency, Type of solar cells in use: Dye Sensitized Solar Cells, Thin film solar cells, Perovskite Solar cell.

**UNIT 5****Semiconductor devices****8 Hours**

Radiative recombination devices: Light-emitting diodes (LED), Organic Light Emitting Diodes (OLED) and its types, Photoelectric devices: Photodiodes. Photo conducting devices: Photodetectors and photoconductors, Photoresistors, Photo transistors.

**Textbooks:**

1. Jasprit Singh, Optoelectronics – An Introduction to materials and devices; McGraw Hill, 1996.
2. Charles Kittel, Introduction to Solid State Physics, Wiley India Edition 2019
3. Maurice Quillec, Materials for Optoelectronics; Springer Science, 1996.
4. S. C. Gupta, Optoelectronic Devices and Systems; Prentice Hall India, 2005.
5. P. Bhattacharya, Semiconductor optoelectronic devices; Prentice Hall India, 2006.

**References:**

1. Pyshkin, Ballato, Optoelectronics - Advanced Materials and Devices; InTech, 2013.
2. Manijeh Razeghi, Optoelectronic materials and device concepts; SPIE, 1991
3. Sun and Dalton, Introduction to Organic Electronic and Optoelectronic Materials and Devices; CRC Press, 2008.
4. J. Palais, Introduction to optical electronics; Prentice Hall, 1988.
5. Jasprit Singh, Semiconductor optoelectronics; McGraw-Hill, 1995.

**Course Outcomes:**

After completion of this unit, the student will be able to

1. Outline the properties of semiconductors
2. explain the occupation probability and Fermi level variation in different electronic materials
3. Know about the interaction of light with materials and its optical properties
4. Explain the conduction mechanism in semiconducting and optical devices.

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1   | 1   |     |     |     |     |     |     | 1   |      |      | 1    | 1    |      |      |
| CO2 | 2   | 1   |     |     |     |     |     |     | 1   |      |      | 2    | 1    |      |      |
| CO3 | 1   | 1   |     |     |     |     |     |     | 1   |      |      | 2    | 1    |      |      |
| CO4 | 2   | 1   |     |     |     |     | 1   |     | 1   |      |      | 2    | 1    |      | 1    |
| CO5 | 2   | 1   |     |     |     |     | 1   |     | 1   |      |      | 2    | 1    |      | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**  
**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

**SDG Justification:**

| PHYS1041            | MECHANICS AND MODERN PHYSICS | L | T | P | S | J | C |
|---------------------|------------------------------|---|---|---|---|---|---|
|                     |                              | 3 | 1 | 0 | 0 | 0 | 4 |
| Pre-requisite       | None                         |   |   |   |   |   |   |
| Co- requisite       | None                         |   |   |   |   |   |   |
| Preferable exposure | None                         |   |   |   |   |   |   |

**Course Description:**

*This course designed for students of Biotechnology to impart principles of Newtonian mechanics will help the students in understanding the oscillatory behavior of materials. It also introduces fundamentals of quantum mechanics – the essentials for understanding the behavior of properties of materials. Fundamentals of optics and electromagnetism in understanding the use in spectroscopy. An introduction to sensors will be useful for all the branches as an application of modern technology.*

**Course Educational Objectives:**

1. To impart knowledge on damped and forced oscillations.
2. To familiarize students with the concepts of quantum mechanics
3. To impart knowledge concerning the wave properties of electromagnetic waves
4. To familiarize the students about the Maxwell's equations and its propagation
5. To outline the principles and working of few common sensing devices

**UNIT 1                                      Fundamentals of Dynamics and Oscillations                                      10 Hours**

Fundamentals of Dynamics: Reference frames. Inertial frames; Galilean transformations.

Galilean invariance. Review of Newton's Laws of Motion.

Oscillations: SHM, Simple Harmonic Oscillations. Differential equation of SHM and its solution. Damped oscillation. Forced oscillations: Transient and steady states; Resonance, sharpness of resonance; power dissipation and Quality Factor

**UNIT 2                                      Modern Physics (Quantum Physics)                                      8 Hours**

Introduction, matter waves and its properties, Davisson-Germer experiment, GP Thomson experiment, Heisenberg's uncertainty principle, Schrodinger's time independent wave equation, physical significance of wave function, particle in a one-dimensional infinite well, rectangular potential barrier (transmission coefficient), band theory of solids (qualitative), distinction between metals, insulators and semiconductors, introduction to Maxwell-Boltzmann, Fermi-Dirac and Bose-Einstein statistics.

**UNIT 3                                      Optics                                      10 Hours**

Interference: Introduction, interference in thin films due to reflected light: interference in parallel-sided film and wedge-shaped film, Newton's rings. Diffraction: Introduction; Fraunhofer diffraction at single slit (qualitative only), diffraction due to N-slits (diffraction

grating) (qualitative only), determination of wavelength of light with a plane transmission grating.

Polarisation: Introduction; Double refraction –double refraction in calcite crystal, negative and positive crystals, Nicol's prism, Retarders (quarter and half-wave plates).

#### **UNIT 4                      Maxwell's equations and Electromagnetic wave propagation                      8 Hours**

Maxwell's equations (both differential and integral forms) and its physical significance, Poynting vector, energy density in electromagnetic field, electromagnetic wave propagation through vacuum and isotropic dielectric medium, transverse nature of EM waves, polarization of EM waves.

#### **UNIT 5                                              Sensors                                              9 Hours**

Sensors (qualitative description only); Different types of sensors and applications; Strain and pressure sensors -Piezoelectric, magnetostrictive sensors, ultrasonic sensors; Fibre optic methods of pressure sensing; Temperature sensor -bimetallic strip, pyroelectric detectors; Hall-effect sensor; Smoke and fire detectors

#### **Textbooks:**

1. Mechanics, D.S. Mathur, S.Chand and Company Limited, 2000.
2. A Text Book of Optics, 25/e, Brij Lal, M N Avadhanulu & N Subrahmanyam, 2012, S. Chand Publishing.
3. Ian R Sinclair, Sensor and Transducers 3rd eds, 2001, Elsevier (Newnes)
4. David J. Griffiths, "Introduction to Electrodynamics"-4/e, Pearson Education, 2014
5. M.N. Avadhanulu, P.G. Kshirsagar, A Textbook of Engineering Physics, S.Chand, 2014.

#### **References:**

1. Optics, Ajoy Ghatak, 2008, Tata McGraw Hill
2. Prithwiraj Purkait, Budhaditya Biswas and Chiranjib Koley, Chapter 11 Sensors and Transducers, Electrical and Electronics Measurements and Instrumentation, 1st eds., 2013 McGraw Hill Education (India) Private Limited.
3. Elements of Properties of Matter, D. S. Mathur, S. Chand Publishing

#### **Journal(s):**

1. <https://aapt.scitation.org/doi/abs/10.1119/1.3317450>
2. <https://aapt.scitation.org/doi/full/10.1119/1.3639154>

#### **Course Outcomes:**

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

1. Understand the concept of damped and forced oscillations.
2. Understand concepts of quantum mechanics
3. Understand interference, diffraction and polarization of light waves
4. Know about the maxwell's equations and its propagation
5. Use principles and working of few common sensing devices



**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 |     |     |     |     |     | 1   |     |     |     | 1    | 1    |      |      |      |      |
| CO2 |     |     |     |     |     | 1   |     |     |     | 1    | 1    |      |      |      |      |
| CO3 |     |     |     |     |     | 1   |     |     |     | 1    | 1    |      |      |      |      |
| CO4 |     |     |     |     |     | 1   |     |     |     | 1    | 1    |      |      |      |      |
| CO5 |     |     |     |     |     | 1   |     |     |     | 1    | 1    |      |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

**SDG Justification:**

| PROJ2999            | CAPSTONE PROJECT – INTRODUCTION | L | T | P | S | J | C |
|---------------------|---------------------------------|---|---|---|---|---|---|
|                     |                                 | 0 | 0 | 0 | 0 | 2 | 2 |
| Pre-requisite       | None                            |   |   |   |   |   |   |
| Co- requisite       | None                            |   |   |   |   |   |   |
| Preferable exposure | None                            |   |   |   |   |   |   |

### Course Educational Objectives:

1. To provide sufficient hands-on learning experience related to the design, development and analysis of suitable product / process so as to enhance the technical skill sets in the chosen field.

### Course Logistics

Capstone Project may be a theoretical analysis, modeling & simulation, experimentation & analysis, prototype design, fabrication of new equipment, correlation and analysis of data, software development, applied research and any other related activities.

1. Project can be for one or two semesters based on the completion of required number of credits as per the academic regulations.
2. Can be individual work or a group project, with a maximum of 3 students.
3. In case of group projects, the individual project report of each student should specify the individual's contribution to the group project.
4. Carried out inside or outside the university, in any relevant industry or research institution.
5. Publications in the peer reviewed journals / International Conferences will be an added advantage

**Mode of Evaluation:** Periodic reviews, Presentation, Final oral viva, Poster submission

### Course Outcomes:

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

1. Formulate specific problem statements for ill-defined real life problems with reasonable assumptions and constraints.
2. Perform literature search and / or patent search in the area of interest.
3. Conduct experiments / Design and Analysis / solution iterations and document the results.
4. Perform error analysis / benchmarking / costing
5. Synthesis the results and arrive at scientific conclusions / products / solution

6. Document the results in the form of technical report / presentation

**APPROVED IN:**

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

**SDG Justification:**

| PROJ3999            | CAPSTONE PROJECT – FINAL | L | T | P | S | J | C |
|---------------------|--------------------------|---|---|---|---|---|---|
|                     |                          | 0 | 0 | 0 | 0 | 6 | 6 |
| Pre-requisite       | PROJ2999                 |   |   |   |   |   |   |
| Co- requisite       | None                     |   |   |   |   |   |   |
| Preferable exposure | None                     |   |   |   |   |   |   |

**Course Educational Objectives:**

1. To provide sufficient hands-on learning experience related to the design, development and analysis of suitable product / process so as to enhance the technical skill sets in the chosen field.

**Course Logistics:**

Capstone Project may be a theoretical analysis, modeling & simulation, experimentation & analysis, prototype design, fabrication of new equipment, correlation and analysis of data, software development, applied research and any other related activities.

1. Project can be for one or two semesters based on the completion of required number of credits as per the academic regulations.
2. Can be individual work or a group project, with a maximum of 3 students.
3. In case of group projects, the individual project report of each student should specify the individual's contribution to the group project.
4. Carried out inside or outside the university, in any relevant industry or research institution.
5. Publications in the peer reviewed journals / International Conferences will be an added advantage

**Mode of Evaluation:** Periodic reviews, Presentation, Final oral viva, Poster submission

**Course Outcomes:**

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

1. Formulate specific problem statements for ill-defined real life problems with reasonable assumptions and constraints.
2. Perform literature search and / or patent search in the area of interest.

3. Conduct experiments / Design and Analysis / solution iterations and document the results.
4. Perform error analysis / benchmarking / costing
5. Synthesis the results and arrive at scientific conclusions / products / solution
6. Document the results in the form of technical report / presentation

**APPROVED IN:**

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

**SDG Justification:**

| PROJ2888            | PROJECT EXHIBITION 1 | L | T | P | S | J | C |
|---------------------|----------------------|---|---|---|---|---|---|
|                     |                      | 0 | 0 | 0 | 0 | 1 | 1 |
| Pre-requisite       | None                 |   |   |   |   |   |   |
| Co- requisite       | None                 |   |   |   |   |   |   |
| Preferable exposure | None                 |   |   |   |   |   |   |

**Course Educational Objectives:**

To provide platform for the student to exhibit their project work to

1. Excite interested students in continuing/initiating in the work of interest
2. Attract startups/industry to commercialize the project work
3. acquire comments on improving the quality of the work from other students/academicians/industry

**Mode of Evaluation:** Poster submission, Viva-Voce Examination

**APPROVED IN:**

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

**SDG Justification:**

| PROJ3888            | PROJECT EXHIBITION 2 | L | T | P | S | J | C |
|---------------------|----------------------|---|---|---|---|---|---|
|                     |                      | 0 | 0 | 0 | 0 | 1 | 1 |
| Pre-requisite       | PROJ2888             |   |   |   |   |   |   |
| Co- requisite       | None                 |   |   |   |   |   |   |
| Preferable exposure | None                 |   |   |   |   |   |   |

**Course Educational Objectives:**

To provide platform for the student to exhibit their project work to

- Excite interested students in continuing/initiating in the work of interest
- Attract startups/industry to commercialize the project work
- acquire comments on improving the quality of the work from other students/academicians/industry

**Mode of Evaluation:** Poster submission, Viva-Voce Examination

**APPROVED IN:**  
**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

**SDG Justification:**





| VIVA3555            | COMPREHENSIVE EXAMINATION              | L | T | P | S | J | C |
|---------------------|----------------------------------------|---|---|---|---|---|---|
|                     |                                        | 1 | 0 | 0 | 0 | 0 | 1 |
| Pre-requisite       | Completion of minimum of six semesters |   |   |   |   |   |   |
| Co- requisite       | None                                   |   |   |   |   |   |   |
| Preferable exposure | None                                   |   |   |   |   |   |   |

- **Course Educational Objectives:**

Designed to test the students on the computer science and Engineering concepts, and tools, and the process of identifying and solving engineering problems.

### Recommended Topics:

#### Unit -1 Programming and Data Structures

Programming in C. Recursion. Arrays, stacks, queues, linked lists, trees, binary search trees, binary heaps, graphs.

#### Unit-2 Algorithms

Searching, sorting, hashing. Asymptotic worst case time and space complexity. Algorithm design techniques: greedy, dynamic programming and divide-and-conquer. Graph traversals, minimum spanning trees, shortest paths

#### Unit-3 Computer Organization and Architecture and Operating Systems

Machine instructions and addressing modes. ALU, data-path and control unit. Instruction pipelining, pipeline hazards. Memory hierarchy: cache, main memory and secondary storage; I/O interface (interrupt and DMA mode).

System calls, processes, threads, inter-process communication, concurrency and synchronization. Deadlock. CPU and I/O scheduling. Memory management and virtual memory. File systems.

#### Unit-4 Databases

ER-model. Relational model: relational algebra, tuple calculus, SQL. Integrity constraints, normal forms. File organization, indexing (e.g., B and B+ trees). Transactions and concurrency control.

### **Unit-5 Computer Networks**

Concept of layering: OSI and TCP/IP Protocol Stacks; Basics of packet, circuit and virtual circuit-switching; Data link layer: framing, error detection, Medium Access Control, Ethernet bridging; Routing protocols: shortest path, flooding, distance vector and link state routing; Fragmentation and IP addressing, IPv4, CIDR notation, Basics of IP support protocols (ARP, DHCP, ICMP), Network Address Translation (NAT); Transport layer: flow control and congestion control, UDP, TCP, sockets; Application layer protocols: DNS, SMTP, HTTP, FTP, Email.

### **Course Outcomes:**

The students will be able to

1. Apply knowledge of mathematics, science, and engineering
2. Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health care and safety, manufacturability, and sustainability

**APPROVED IN:**

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

**SDG Justification:**

| BTEN1001            | INTRODUCTION TO BIOTECHNOLOGY-I | L | T | P | S | J | C |
|---------------------|---------------------------------|---|---|---|---|---|---|
|                     |                                 | 2 | 0 | 0 | 0 | 0 | 2 |
| Pre-requisite       | None                            |   |   |   |   |   |   |
| Co- requisite       | None                            |   |   |   |   |   |   |
| Preferable exposure | None                            |   |   |   |   |   |   |

**Course Description:**

This course introduces the student to the basics of biology such as classification, cell structure, biomolecular structure, metabolism, function

**Course Educational Objectives:**

- Introduce the cellular basis of life.
- Provide the basis for classification of living organisms.
- Describe the important biomolecules
- Describe the applications of biomaterials
- Describe the different metabolic pathways

**UNIT 1****6 hours**

Introduction to Biology, Cellular basis of life, differences between prokaryotes and eukaryotes. Classification based on carbon and energy sources, Tools of molecular taxonomy

**UNIT 2****8 hours**

Biomolecules, structure and functions of proteins, nucleic acids, lipids and sugars. Structure and function of hemoglobin, antibodies and enzymes. Industrial applications of enzymes

**UNIT 3****10 hours**

Bioenergetics, Respiration: Glycolysis and TCA cycle, Electron transport chain and oxidative phosphorylation. Anaerobic respiration and Fermentation and its industrial applications  
Mechanism of photosynthesis, Light and dark reactions

**UNIT 4****12 hours**

Genetics: Mendel's laws of inheritance. Gene interactions- Epistasis, Incomplete & Codominance, Multiple alleles, Additive, complementation, Pleiotropism. Linkage, Crossing over. Gene mapping. Cell cycle and regulation. Mitosis and Meiosis

**UNIT 5****14 hours**

Human physiology – Membrane transport- Active and passive. Cell signaling and communication. Neurons – structure, function and types. Synapse-types, neurotransmitters, transmission of nerve impulse. Neuromuscular junctions. Muscle- structure, function and types.

**Textbooks:**

1. N. A. Campbell, J. B. Reece, L. Urry, M. L. Cain and S. A. Wasserman, “Biology: A global approach”, Pearson Education Ltd, 2018.
2. Arthur T Johnson, Biology for Engineers, CRC press, 2011

**References**

1. Alberts et. al. The molecular biology of the cell, 6/e, Garland Science, 2014
2. E. E. Conn, P. K. Stumpf, G. Bruening and R. H. Doi, “Outlines of Biochemistry”, John Wiley and Sons, 2009.
3. John Enderle and Joseph Bronzino Introduction to Biomedical Engineering, 3/e, 2012.

**Course Outcomes:**

After the completion of the course the student should be able to

1. Explain classification of living organisms.
2. Explain cell as the basis of life
3. Explain the importance of various biomolecules
4. Summarize application of enzymes and fermentation in industry.
5. Analyze metabolic pathways

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 |     |     |     |     |     |     |     |     |     | 2    |      |      | 3    |      |      |      |
| CO2 |     |     |     |     |     |     |     |     |     |      | 2    |      | 3    |      |      |      |
| CO3 |     | 2   | 2   |     |     |     |     |     |     | 1    |      |      | 2    |      |      |      |
| CO4 | 3   |     |     |     |     |     |     |     |     | 3    |      |      |      | 3    |      |      |
| CO5 |     | 3   |     |     |     | 1   |     |     |     | 3    | 1    | 1    |      |      | 3    |      |

**APPROVED IN:**

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

**SDG Justification:**

| BTEN1021            | INTRODUCTION TO BIOTECHNOLOGY-II | L | T | P | S | J | C |
|---------------------|----------------------------------|---|---|---|---|---|---|
|                     |                                  | 2 | 0 | 0 | 0 | 0 | 2 |
| Pre-requisite       | None                             |   |   |   |   |   |   |
| Co- requisite       | None                             |   |   |   |   |   |   |
| Preferable exposure | None                             |   |   |   |   |   |   |

**Course Description:**

This course introduces the student to the Applications of Biotechnology in plant , animal and industrial development

**Course Educational Objectives:**

1. Describe the concept of Central Dogma of Molecular Biology
2. Describe the transfer of genetic information.
3. Introduce recombinant DNA technology
4. Introduce the techniques used for modification of living organisms

**UNIT 1**

10 hours

Biotechnology: Concept, scope and importance. Origin of life-theories. Structure of bacterial, plant and animal cells-functions of cell organelles. Significance of biomolecules in biological systems

**UNIT 2**

12 hours

The central dogma of molecular biology. Concepts of genetic engineering, Restriction endonucleases, cloning vectors, methods of gene transfer. Polymerase Chain Reaction. Introduction to bioinformatics and biological databases

**UNIT 3**

12 hours

Biotechnology for Plant improvement: Strategies for engineering stress tolerance, transgenic plants. Micropropagation of novel varieties. Production of secondary metabolites and their importance. Molecular pharming.

**UNIT 4**

12 hours

Biotechnology for improvement of animals: Applications in animal husbandry, medicine and animal husbandry. Transgenic animals. Gene therapy and genetic counseling. Bioethics.

## UNIT 5

14 hours

Industrial and Microbial Biotechnology: Overview of industrial fermentation process and products. Fermentation technology for production of Penicillin. Introduction to patents. Biotech industry in India and abroad.

### Textbooks:

1. J.M. Walker and R. Rapley, Molecular Biology and Biotechnology, 5/e, Royal society of chemistry, 2009.
2. W. Godbey, An Introduction to Biotechnology, The Science, Technology and Medical Applications, 1/e, Woodhead Publishing, 2014.

### References

1. P.K. Gupta, Elements of Biotechnology, 2/e, Rastogi Publications, 2014.
2. B. Albert's, A. Johnson, J. Lewis, D. Morgan, M. Raff, K. Roberts and P. Walter, Molecular Biology of the Cell, 6/e, Garland Publishers, 2014.
3. H. Lodish, A. Berk, C. A. Kaiser, M. Krieger, A. Bretscher, H. Ploegh, Amon and M. P. Scott, Molecular Cell biology, 7/e, W.H Freeman and Company, 2014.

### Course Outcomes:

After the completion of the course the student should be able to

1. Explain the scope and importance of biotechnology
2. Understand the application of biotechnology in transgenic plant development.
3. Understand the role of biotechnology in animal husbandry and livestock improvement
4. Explain the potential of biotechnology in industry in strain improvement

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | 1   |     |     |     |     |     |     |     |     | 2    |      |      | 3    |      |      |      |
| CO2 |     | 2   |     |     |     |     |     |     |     |      | 2    |      | 3    |      |      |      |
| CO3 |     |     | 3   |     |     |     |     |     |     | 1    |      |      | 2    |      |      |      |
| CO4 | 3   |     |     |     |     |     |     |     |     | 3    |      |      |      | 3    |      |      |
| CO5 |     | 3   |     |     |     | 1   |     |     |     | 3    | 1    | 1    |      |      | 3    |      |

**APPROVED IN:****BOS : 26-04-2021****ACADEMIC COUNCIL: 17-09-2021****SDG No. & Statement:****SDG Justification:**

| FINA1031            | PRINCIPLES AND PRACTICE OF BANKING | L | T | P | S | J | C |
|---------------------|------------------------------------|---|---|---|---|---|---|
|                     |                                    | 3 | 0 | 0 | 0 | 0 | 3 |
| Pre-requisite       | None                               |   |   |   |   |   |   |
| Co- requisite       | None                               |   |   |   |   |   |   |
| Preferable exposure | None                               |   |   |   |   |   |   |

**Course Description:**

*The significance of the banking sector in India has been continuously upward for several decades. The sector is playing a role of a catalyst in the development of the economy. The Banks started playing a critical role in the social development process and became a partner in Government's welfare schemes and policies. Principles of and Practices of Banking course explores the fundamental principles and practices of banking and credit in India. It helps students to understand basics of banking and regulation to recent developments in Banking technology*

**Course Educational Objectives:**

1. To understand the Indian financial system, role of commercial Banks, RBI in India and the regulations of Indian Banks.
2. To comprehend the banking Principles
3. To give the student adequate exposure to banking practice.
4. To acquaint and apply innovations in the banking sector.
5. To give an overall exposure to banking Principles and Practice.

**UNIT 1****Banking System and Structure****9 Hours**

Banking system and structure in India: Evolution of Indian Banks-Types of banks; Commercial Banks, Cooperative Banks, Role of RBI; Banking Regulation, Constitution, Objectives, Functions of RBI, Tools of Monetary control; Regulatory Restrictions on Lending. Types of Banking- Retail, Wholesale and International Banking.



**UNIT 2 Risk management and Basel Accords 9 Hours**

Introduction to Risk Management and Basel I, II & III Accords. Role and functions of CIBIL. Fair practices code for debt collection. Principles of Lending: Cardinal Principles, Non-fund-based limits, Credit appraisal Techniques. Cash management services and its importance.

**UNIT 3 Functional Banks 9 Hours**

Banker Customer Relationship: Types, Different Deposit Products & Services, Services to customers and Investors; PMLA Act; KYC Norms; Banker as lender: Types of loans, Overdraft facilities, Discounting of bills, Financing book Debts and supply bills- Charging of Security bills- pledge, mortgage

**UNIT 4 Customer Protection 9 Hours**

COPRA Act and its operational aspects; Banking Ombudsman Scheme; Role and duties Paying and collecting Banks; Banker Protection under Negotiable Instrument Act- Endorsement, Forged Instruments- Bouncing of Cheques and their implications; Operational aspects of opening and maintaining accounts of various types of account holders. Ancillary Services: Remittances & Safe Deposit lockers, Govt Business, EBT

**UNIT 5 Banking Technology 9 Hours**

Computer Systems: LAN, WAN, UPS, Core banking, Data warehousing, Data Mining. Digital Banking: ATMs, Electronic Kiosks-CDK, BNA, PBP; Cards – Types, Networks, Wallets; PPI. Electronic Banking – Internet & Mobile Banking. Trends In Communication Networks for Banking: EFT System, SWIFT, RTGS, NEFT, Automated Clearing System. Digital Payment Systems – NPCI

**Textbooks:**

1. Principles and Practices of Banking, IIFB, 5th Edition 2021
2. Principles And Practices Of Banking (Paperback, N S TOOR & ARUNDEEP TOOR) 14th Edition

**References:**

1. Shekhar & Shekhar (2010), Banking Theory and Practice, New Delhi: Vikas Publishing House.
2. P.K. Srivastav (2011), Banking Theory and Practice, New Delhi: Vikas Publishing House.
3. Sundaram & P.N. Varshney (2010), Banking Theory, Law and Practice, New Delhi: S. Chand & Co.
4. Padmalatha Suresh and Justin Paul (2013), Management of Banking and Financial Services, New Delhi: Pearson Education.

**Journal(s):**

1. GITAM Journal of Management, Visakhapatnam.
2. The Journal of Banking Studies, Mumbai.

**Website(s):**

1. <https://www.icaai.org/>

**Course Outcomes:**

1. Student acquires knowledge about theoretical aspects of banking and
2. Student acquires knowledge about relationship between banker and customer
3. Student learns about the practicalities of banking and the latest trends in banking.
4. Students develops skills about legal aspects and negotiable instruments.
5. Student enhance knowledge about latest banking trends and technology.

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1   | 0   | 0   | 0   | 0   | 0   |     |     |     |      |      |      | 3    | 1    | 0    |
| CO2 | 1   | 2   | 0   | 1   | 0   | 0   |     |     |     |      |      |      | 2    | 1    | 1    |
| CO3 | 2   | 2   | 3   | 2   | 1   | 0   |     |     |     |      |      |      | 0    | 1    | 1    |
| CO4 | 1   | 2   | 3   | 2   | 1   | 2   |     |     |     |      |      |      | 2    | 0    | 1    |
| CO5 | 0   | 0   | 0   | 0   | 1   | 1   |     |     |     |      |      |      |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:****SDG Justification:**

| HRMG1021            | HUMAN RESOURCE MANAGEMENT | L | T | P | S | J | C |
|---------------------|---------------------------|---|---|---|---|---|---|
|                     |                           | 3 | 0 | 0 | 0 | 0 | 3 |
| Pre-requisite       | None                      |   |   |   |   |   |   |
| Co- requisite       | None                      |   |   |   |   |   |   |
| Preferable exposure | None                      |   |   |   |   |   |   |

**Course Description:**

*Success in today's competitive business environment is increasingly a function of effective management of its resources, particularly human resources, which are the most valuable assets of an organization. The efficiency and quality of service of an organization depend on its employee's enthusiasm and satisfaction with their jobs, which are directly related to their sense of being treated fairly. To become a successful manager, it is imperative to understand human sensitivities and factors that motivate individuals. Human Resource Management course provides the basic tools required as an HR professional in an organization*

**Course Educational Objectives:**

1. To Understand the fundamentals, evolution, function & challenges of HRM
2. To Explore the role of HRM in procurement, development of human resources
3. To Analyze the basic factors in designing the compensation and collective bargaining
4. To Evaluate safety and health and establish effective separation practices.

**UNIT 1 Introduction 10 Hours**

Introduction: Nature, scope and significance of HRM - Evolution of HRM – Recent trends in HRM – Functions of HRM – Challenges of HR managers.)

**UNIT 2 Procurement 10 Hours**

Procurement: Human Resource Planning – HR Forecasting methods - Job analysis and Job design – Recruitment - Selection – Induction.

**UNIT 3 Development 10 Hours**

Development: Identification of training needs - designing the training program – Methods of training – Difference between Training & Development.

**UNIT 4 Compensation and Integration 10 Hours**

Compensation and Integration: Introduction - Basic factors in determining pay rates – Basic, Supplementary and Executive Remuneration – types of employee benefits and services - Quality of work-life – Collective Bargaining.

**UNIT 5 Separation and maintaining 10 Hours**

Separation and Maintaining: Communication and Counseling - Safety and Health – Internal mobility - Retirement and Retirement benefits..

**Textbooks:**

1. Gary Dessler & Biju Varkkey, "Human Resource Management," Pearson, New Delhi, 16th edition.
2. George W Bohlander, Scott A Snell, "Principles of Human Resource Management," Cengage Learning, 2017.16th edition.
3. Aswathappa, K., Human Resource and Personnel Management: Text & Cases, TMGH
4. Subba Rao, P., Personnel and Human Resource Management (Text & Cases), Himalaya

**References:**

1. Edwin B Flippo, "Personnel Management," Tata McGraw Hill Publishing, New Delhi, 1984
2. John H. Bernardin, "Human Resource Management - An Experiential Approach," Tata McGraw Hill, New Delhi, 2013
3. Mirza, Saiyadain, "Human Resource Management," Tata McGraw Hill, New Delhi, 2013
4. Gary Dessler & Biju Varkkey, "Human Resource Management," Pearson, New Delhi, 2015 14th edition.

**Journal(s):**

- Harvard Business Review, Harvard Business School Publication USA
- People Matters Online Magazine
- Human Capital Magazine
- Vikalpa, Indian Institute of Management, Ahmedabad

**Course Outcomes:**

On successful completion of this course, students will be able to:

- Understanding the concept of HRM and its importance.
- Describe the process of workflow analysis and identify why it is essential to HRM.
- Understand the concepts of Training and Development
- List various factors determining pay rates.
- Analyze the role of the supervisor in employee safety and minimize accidents at the workplace.

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1   | 1   | 1   | 2   | 1   | 0   | 2   |     |     |      |      |      | 3    | 1    | 0    |
| CO2 | 1   | 2   | 1   | 3   | 1   | 1   | 1   |     |     |      |      |      | 2    | 1    | 1    |
| CO3 | 2   | 1   | 2   | 2   | 1   | 0   | 1   |     |     |      |      |      | 0    | 1    | 1    |
| CO4 | 2   | 1   | 2   | 1   | 1   | 1   | 3   |     |     |      |      |      | 2    | 0    | 1    |
| CO5 | 0   | 0   | 2   | 3   | 0   |     |     |     |     |      |      |      |      |      |      |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

SDG No. & Statement: 8 Decent Work and  
Economic Growth

SDG Justification: Promote sustained, inclusive and sustainable economic growth, full and  
productive employment and decent work for all

| MKTG3011            | SALES AND DISTRIBUTION MANAGEMENT | L | T | P | S | J | C |
|---------------------|-----------------------------------|---|---|---|---|---|---|
|                     |                                   | 3 | 0 | 0 | 0 | 0 | 3 |
| Pre-requisite       | None                              |   |   |   |   |   |   |
| Co- requisite       | None                              |   |   |   |   |   |   |
| Preferable exposure | None                              |   |   |   |   |   |   |

**Course Description:**

*Sales Management focuses on the sales techniques and the management of the sales force. The success of any sales and marketing department lies in the effectiveness of the Sales Force. The goal of the Sales Management course is to examine the elements of an effective sales force as a key component of the organization's total marketing effort. A successful Sales Manager needs to understand the fundamentals of the sales process, the relationship between sales and marketing, sales force structure and issues in recruiting, selecting, training, motivating, compensating and retaining sales people.*

**Course Educational Objectives:**

1. To understand the planning and staffing needs in professional sales
2. To learn how to manage and motivate a professional sales team as a Sales manager
3. To analyse the key success factors for sales executive performance.

**UNIT 1**

Introduction to Sales Management - Evolution of Sales Management, importance of Sales Management, types of Selling, difference between Selling and Marketing, Modern Day Sales Activities, Selling Skills, Selling Strategies, Selling Process.

**UNIT 2**

Sales Planning and Budgeting: Sales planning process, sales forecasting methods, sales budgeting process, methods used for deciding sales budget, types of quotas and quota setting procedure, reasons for establishing or revising sales territories, routing and scheduling sales persons, market cost analysis.

**UNIT 3**

Sales Force Management: Recruitment and selection of the sales force, training the sales force, sales force motivation, sales force compensation, sales force control and evaluation.

**UNIT 4**

Introduction to Distribution Management -Definition, need for Distribution Channels, designing the Marketing Channels, Motivating and Evaluating Channel Members, Capturing the Customer requirements

## **UNIT 5**

Managing Distribution Channels - Managing Channel Information Systems, reasons for Channel Conflicts, Managing Conflict, Managing, Ethical issues in Sales and Distribution Management

### **Textbooks:**

1. Krishna K Havaladar, Vasnt M Cavale, Sales and Distribution Management, 2nd edition, Tata Mcgraw Hill, 2011.

### **References:**

1. Tapan K. Panda & Sunil Sahadev (2011), Sales and Distribution Management 2nd edition Oxford Press.
2. S.L. Gupta, M.K. Rampal (2009) Cases in Sales and Distribution Management, Himalaya Publication house.
3. K. Sridhara Bhat (2011) Sales and Distribution Management, 1st, Himalaya Publication house.
4. S.A. Chunawalla (2012) Sales and Distribution Management, 3rd edition, Himalaya Publication house.
5. Dinesh Kumar (2012) Marketing Channels, Oxford Press.
6. Richard R Still, Edward W Cundiff, Norman & A P Govoni (2011) Sales and Distribution Management, 5th edition, Pearson Publications.
7. Spiro Stanton & Rich (2010) Management of Sales Force, 13th edition, Tata McGraw Hill.
8. Prof. M.V. Kulkarni (2010) Sales and Distribution Management, Everest Publishing House.
9. Anne T Coughlan et al (2011), Marketing Channels, 7th edition, Pearson education.
10. Mark W Johnston, Greg W Marshall (2009), Sales Force Management, 9th edition, Tata McGraw Hill.
11. Dr. S.L. Gupta (2010), Sales and Distribution Management, 2nd edition, Excel books.
12. Pingali Venugopal (2012) Sales and Distribution Management, Sage Publications

### **Journal(s):**

- Indian Journal of Marketing & Journal of Advertising Research
- GITAM Journal of Management, GITAM Institute of Management, GITAM Deemed to be university, Visakahapatnam

- Harvard Business Review, Harvard Business School Publication Co. USA
- Vikalpa, Indian Institute of Management, Ahmedabad

### Course Outcomes:

On successful completion of this course, students will be able to:

1. Students would be able to understand the planning and staffing needs in professional sales.
2. Students would learn how to manage and motivate a professional sales team, as a sales manager.
3. Students would be able to analyze the key success factors for sales executive performance.
4. Students would learn how to manage and motivate distribution channel members.
5. Students can manage distribution channels and manage conflicts

### CO-PO Mapping:

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1   | 1   | 1   | 2   | 1   | 0   | 2   | 0   | 0   | 0    | 0    | 1    | 3    | 1    | 0    |
| CO2 | 1   | 2   | 1   | 3   | 1   | 1   | 1   | 0   | 0   | 0    | 0    | 1    | 2    | 1    | 1    |
| CO3 | 2   | 1   | 2   | 2   | 1   | 0   | 1   | 0   | 0   | 0    | 0    | 1    | 0    | 1    | 1    |
| CO4 | 2   | 1   | 2   | 1   | 1   | 1   | 3   | 0   | 0   | 0    | 0    | 1    | 2    | 0    | 1    |
| CO5 | 0   | 0   | 2   | 3   | 0   | 1   | 1   | 0   | 0   | 0    | 0    | 1    | 1    | 1    | 1    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS : 26-04-2021**

**ACADEMIC COUNCIL: 17-09-2021**

**SDG No. & Statement:**

**SDG Justification:**



| MKTG1001            | MARKETING MANAGEMENT | L | T | P | S | J | C |
|---------------------|----------------------|---|---|---|---|---|---|
|                     |                      | 3 | 0 | 0 | 0 | 0 | 3 |
| Pre-requisite       |                      |   |   |   |   |   |   |
| Co-requisite        |                      |   |   |   |   |   |   |
| Preferable exposure |                      |   |   |   |   |   |   |

**Course Description:**

*Marketing as a subject primarily caters to the consumerist instincts of an individual. The markets are driven by consumer behaviour, which has evolved and is much more demanding these days. Consumer satisfaction takes precedence for a business to be successful. This calls for managers to adopt creative and unique marketing strategies to gain a competitive advantage. Marketing Management equips managers with the required theoretical knowledge and practical skills to gain insights into the dynamic nature of the markets and then devise ways and means to manage them effectively.*

**Course Educational Objectives:**

- To explain the conceptual framework of marketing and its applications in “the real world.”
- To apply concepts of marketing to address problems and opportunities in the new marketing environment
- To illustrate the functionality and application of elements of Marketing Mix
- To create a suitable marketing plan for a product
- To assess the range of common strategies used with each of the various promotional mix tools.

**UNIT 1****9 hours**

Definition, Nature, Scope, and Importance of Marketing – Core Concepts -Need, Want, Desire, Demand, Value, Exchange; philosophies of Marketing- Product – Production - Sales – Marketing – Societal – Relational marketing Concept of Marketing Myopia. Product Vs. service – Recent Trends in Marketing: Social Media Marketing and Digital Marketing.

**UNIT 2****9 hours**

Factors influencing buyer behavior –five-step buyers decision process - Segmenting, Targeting and Positioning - Concept of Market Segmentation, Bases for Segmenting Consumer Markets, Targeting (T), Positioning (P) Value Proposition and USP

**UNIT 3****9 hours**

Elements of the marketing Mix – four P's, extended three Ps of services. Product Decisions:

Product Concept -Classification of Products – Product Life Cycle Stages, New Product Development

**UNIT 4****Pricing and Channels of Distribution****9 hours**

Pricing Objectives – Factors Influencing the Pricing Policy – Pricing Methods, Channels of Distribution: Definition – Nature – Types-Functions and levels of distribution channels

**UNIT 5****9 hours**

Importance of Promotion – Managing Advertising – Sales Promotion –Personal Selling and Direct Marketing– Publicity and Public Relations. Integrated Marketing Communication (IMC), Social Marketing

**TextBooks:**

1. Philip Kotler, Gary Armstrong, and Prafulla Agnihotri, Principles of Marketing, Pearson India, 17th Edition. New Delhi: 2018.
2. Rajan Saxena, Marketing Management, Tata-McGraw Hill, Fifth Edition New Delhi:2015

**References:**

1. Ramaswamy and Namakumari -Marketing Management- Indian Context -Global Perspective, Sage Publications India Pvt Ltd; Sixth Edition 2018
2. C. B. Gupta and Dr. N. Rajan Nair, Marketing Management: Text and Cases 15th Edition, S. Chand, and Sons 2012
3. N Rajan Nair and Sanjith R Nair, Marketing – Revised Edition, Sultan Chand & Sons – Tb, 2017

**Course Outcomes:**

1. Discuss the core concepts of marketing
2. Explain the factors influencing buyer behaviour
3. Understand the concept of the marketing mix and service Mix
4. Explain the pricing methods in a business setting Understand the purpose of promotion for the business.

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PS01 | PSO2 | PSO3 | PSO4 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 2   | 3   | 2   | 0   | 3   |     |     | 3    | 3    | 3    | 2    |

|     |   |   |   |   |   |  |  |   |   |   |   |
|-----|---|---|---|---|---|--|--|---|---|---|---|
| CO2 | 0 | 3 | 3 | 3 | 0 |  |  | 0 | 0 | 0 | 0 |
| CO3 | 3 | 3 | 3 | 2 | 2 |  |  | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 2 | 2 | 2 |  |  | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 2 | 2 | 2 |  |  | 3 | 3 | 3 | 3 |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :28TH APRIL, 2021**

**ACADEMIC COUNCIL: 1ST APRIL, 2022**

**SDG No. & Statement:**

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

**SDG Justification:**

|                            |                                             |          |          |          |          |          |          |
|----------------------------|---------------------------------------------|----------|----------|----------|----------|----------|----------|
| <b>OPTS2001</b>            | <b>Production and Operations Management</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>S</b> | <b>J</b> | <b>C</b> |
|                            |                                             | <b>3</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>3</b> |
| <b>Pre-requisite</b>       | <b>None</b>                                 |          |          |          |          |          |          |
| <b>Co-requisite</b>        | <b>None</b>                                 |          |          |          |          |          |          |
| <b>Preferable exposure</b> | <b>None</b>                                 |          |          |          |          |          |          |

**Course Description:**

*The concept of production is the process through which goods and services are created. We can include both manufacturing and service organizations within the purview of production management. Thus, the essential futures of the production function are to bring together people, machines and materials to provide goods or services thereby satisfying the wants of the people. The scope of the production enables us to look at the problem of production management in a much wider perspective. This paper indicates the general applications of the techniques of management, machines and materials*

**Course Educational Objectives:**

- To enable to the students to understand the basic principles of Production Management
- To help them apply techniques of Production Management

**UNIT 1****7 hours**

Production and Operations Management - Production and Operation Functions - Manufacturing Systems –Differences Between Manufacturing and Service Operations - Functions of Production and Operations Manager.

**UNIT 2****Production Planning and Control****10 hours**

Steps in PPC - Techniques of Production Planning and Control

**UNIT 3****Plant Location and Layout Planning****8 hours**

Location of Service Facilities -Location Decision -Types of Layout – Factors Affecting Plant Location.

**UNIT 4****Productivity****10 hours**

Factors Affecting Productivity -Job Design -Process Flow Charts -Methods Study -Work Measurement.

**UNIT 5****Materials Management****10 hours**

Costs Associated with Inventory - Economic Order Quantity - ABC Analysis – Just in-time Production. Quality Management: Acceptance Sampling -Control Charts – Quality Circle.

**Text Books:**

1. Aswathappa & Bhat (2013), Production and Operations Management, New Delhi: Himalaya Publishing House.

**References:**

1. Everett E. Adam, Jr. and Ronalds J. E. Ebert (2012), *Production and Operations Management: Concepts, Models and Behavior*, New Delhi: Prentice Hall of India.
2. S. N. Chary (2011), *Production and Operations Management*, New Delhi: Tata McGraw Hill Publishing Co. Ltd.

**Course Outcomes:****After completing the course. The students able to**

1. Understand Basics of Production and Operations Management
2. Understand the phases and techniques of production Planning and Control
3. Enhance their skills in applying appropriate location and layout designs.
4. Enhance their skills in improving the productivity
5. Understands and applies inventory and quality procedures.

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 1   | 1   | 0   | 0   | 1   | 1   | 1   | 1    | 0    | 0    | 1    |
| CO2 | 1   | 1   | 1   | 1   | 2   | 2   | 1   | 1    | 2    | 2    | 1    |
| CO3 | 1   | 2   | 2   | 1   | 2   | 1   | 1   | 1    | 2    | 3    | 1    |
| CO4 | 1   | 2   | 1   | 1   | 2   | 1   | 1   | 2    | 2    | 2    | 1    |
| CO5 | 2   | 1   | 2   | 0   | 2   | 1   | 1   | 1    | 2    | 2    | 3    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-05-2022<< date >>**

**ACADEMIC COUNCIL: 1st April, 2022**

**SDG No. & Statement:SDG**

**Justification:**

| HRMG2001            | ORGANIZATIONAL BEHAVIOR | L | T | P | S | J | C |
|---------------------|-------------------------|---|---|---|---|---|---|
|                     |                         | 3 | 0 | 0 | 0 | 0 | 3 |
| Pre-requisite       | None                    |   |   |   |   |   |   |
| Co-requisite        | None                    |   |   |   |   |   |   |
| Preferable exposure | None                    |   |   |   |   |   |   |

**Course Description:**

*Practicing managers have long understood the importance of interpersonal skills to managerial effectiveness. Till about three decades ago, most business schools focused on the functional aspects of management – specifically finance, accounting and quantitative techniques. Though Organizational Behavior was a core course right from the inception of the BBA program, the focus was essentially on gaining a psychologically understanding of human behavior, and not on acquiring usable skills. In the last two decades, academia has come to realize the importance that an understanding of human behavior to managerial effectiveness. The course focuses majorly on conceptual knowledge, with emphasis on analytical and presentational skills*

**Course Educational Objectives:**

- The objective of the course is to give to the students a foundation in understanding human behaviour at work.
- This is done in a three stage process. Stage one deals with individual behavior, stage two with group behaviour and stage three gives an overview of the organizational and performance related factors

**UNIT 1****7 hours**

Introduction Nature and Importance of Organizational Behavior - Management Functions, Roles and Skills – People Skills.

**UNIT 2****10 hours**

Foundations of Individual Behavior - The Perception process – Factors, Person Perception - Learning – Theories of Learning, Principles of Learning - Motivation – Primary and General Motives, Theories of Motivation – Maslow, Herzberg, Equity Theory, GoalSetting Theory – Expectancy Theory

**UNIT 3****10 hours**

Foundations of Group Behavior - Nature of Groups – Structure, Types, Stages of Group Development - Group Decision-Making – Groups vs. Individual, Groupthink, Group shift, Group Decision-Making Techniques.

**UNIT 4****10 hours**

Managing Group Behavior - Leadership – Nature and Importance, Theories-Trait theories, Behavioral Theories, Contingency Theories - Understanding Work Teams – Nature of Teams, Types of Teams, Effectiveness of Teams, Team Building - Conflict – Intrapersonal and Interpersonal Conflict

**UNIT 5****8 hours**

Foundations of Organizational Behavior - Organizational Structure – Work Specialization, Departmentalization - Span of Management, - Organizational Culture: Nature – Creating and Maintaining a Culture.

**Textbooks:**

1. Robbins S., Judge T.A. Vohra N (2013), *Organizational Behavior*, New Delhi: Pearson Education.

**References:**

1. Moorehead and Griffin (2013), *Organizational Behavior*, New Delhi: AITBS.
2. Archana Tyagi (2011), *Organizational Behaviour*, New Delhi: Excel Books.
3. Gangadhara Rao, V.S.P. Rao & Narayana (2001), *Organizational Behaviour*, New Delhi: Konark Publishers. (Latest edition)
4. Newstrom & Keith Davis (2012), *Organizational Behaviour*, New Delhi: Tata Mc-Graw Hill Publishing Co.Ltd.

**Course Outcomes:**

1. To acquaint the students with the characteristics of human behavior in corporations and other organizations.
2. To explain various leadership, group dynamics, and employee incentive philosophies.
3. To describe organizational strategy, analyze organizational design and structure, and assess organizational culture.
4. To demonstrate changing and learning about teamwork and collaboration.

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 1   | 1   | 1   | 2   | 1   | 0   | 2   | 3    | 1    | 0    | 0    |
| CO2 | 1   | 2   | 1   | 3   | 1   | 1   | 1   | 2    | 1    | 1    | 0    |
| CO3 | 2   | 1   | 2   | 2   | 1   | 0   | 1   | 0    | 1    | 1    | 0    |
| CO4 | 2   | 1   | 2   | 1   | 1   | 1   | 3   | 2    | 0    | 1    | 0    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:**

**BOS :19-05-2022<< date >>**

**ACADEMIC COUNCIL: 1st April, 2022**

**SDG No. & Statement:**

8 Decent Work and Economic Growth

**SDG Justification:**

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all



| HRMG1001            | PRINCIPLES AND PRACTICE OF MANAGEMENT | L | T | P | S | J | C |
|---------------------|---------------------------------------|---|---|---|---|---|---|
|                     |                                       | 3 | 0 | 0 | 0 | 0 | 3 |
| Pre-requisite       | None                                  |   |   |   |   |   |   |
| Co-requisite        | None                                  |   |   |   |   |   |   |
| Preferable exposure | None                                  |   |   |   |   |   |   |

**Course Description:**

*One of the most important human activities is managing. Management can be traced back to ancient times whenever there was large-scale endeavor like great pyramids in Egypt, the Great Wall of China, Taj Mahal in India. All these required many people working in groups in a better-coordinated way to achieve a well-defined target over some time. In the present context, of globalization, because of the increasing role of large and complex organizations in the development of the economy, the concept of Management has become very significant for managing the business efficiently.*

**Course Educational Objectives:**

- To understand theoretical aspects, processes and principles, the scope of Management and its application to modern management practice.
- To analyze how the field of Management has evolved and its significant contributions
- To learn various organizational structures and types for the optimum utilization of the available resources.
- To apply leadership theories and demonstrate leadership styles to getting things done through people.
- To validate various controlling techniques to enhance managerial practices to accomplish the predetermined goals of the organization.

**UNIT 1** **Management Nature and Concept** **10 hours**

Nature, Concept, Scope and Significance; Functions; Management: Art or Science or Profession; Organization vs Administration vs Management, Schools of Management: Contributions of F.W. Taylor, Henry Fayol, Elton Mayo; Roles of Managers; Social Responsibility and Business Ethics.

**UNIT 2** **Planning** **9 hours**

Concept, Objectives, Types, Steps and Techniques; Making Planning Effective; Decision Making: Steps in Decision Making and Types; Management by Objectives (MBO).

**UNIT 3 Organizing 10 hours**

Structure, Nature, Types of Organizations, Principles of Organizing; Departmentalization; Delegation; Decentralization of Authority; Span of Control - Line and Staff Functions; Staffing: Concept, Significance and Functions.

**UNIT 4 Leading 9 hours**

Introduction, Characteristics of a Leader, Functions of a Leader; Leadership and Management; Principles of Leadership, Styles of Leaders.

**UNIT 5 Controlling 9 hours**

Introduction, Concept of Controlling, Purpose of Controlling; Types of Control; Steps in Controlling; Techniques in Controlling.

**TextBooks:**

1. Harold Koontz & Heinz Weirich (2012), Management, a Global and Entrepreneurial Perspective, New Delhi: Tata McGraw Hill Publishing company.

**References:**

1. Dipak Kumar Bhattacharyya (2012), Principles of Management: Text and Cases, New Delhi: Pearson Publications.
2. Balasubramanian. N. (2012), Management Perspectives, New Delhi: MacMillan India Ltd.
3. Charles Hill, Steven Mc Shane (2012), Principles of Management, New Delhi: Tata Mac Graw Hill
4. Ricky W. Griffin (2012), Management, New Delhi: Cengage Learning.
5. Terry and Franklin (2011), Principles of Management. New Delhi: AITBS Publishers.
6. Robert Kreitner (2012), Principles of Management. New Delhi: Cengage, South-Western12 E

**Course Outcomes:**

1. can apply different managerial roles in Business organization
2. explain the importance of MBO in organization
3. aware the concept and principles of Organizing
4. analyze and apply different leadership styles
5. understand the concept and purpose of Controlling in Organizations

**CO-PO Mapping:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PS01 | PSO2 | PSO3 | PSO4 |
|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 0   | 2   | 0   | 1   | 1   | 1   | 0   | 3    | 1    | 1    | 0    |
| CO2 | 0   | 1   | 2   | 0   | 1   | 0   | 1   | 2    | 2    | 0    | 0    |
| CO3 | 2   | 1   | 2   | 0   | 1   | 0   | 1   | 2    | 2    | 2    | 1    |
| CO4 | 1   | 2   | 1   | 1   | 2   | 1   | 1   | 2    | 2    | 3    | 2    |
| CO5 | 2   | 1   | 1   | 1   | 1   | 0   | 0   | 2    | 1    | 2    | 2    |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

**APPROVED IN:****BOS :28TH APRIL, 2021****ACADEMIC COUNCIL: 1ST APRIL, 2022****SDG No. & Statement:****SDG Justification:**

The modules and topics mentioned in this course are designed to ensure quality management education which helps lifelong learning in understanding and managing the challenges of changes in the dynamic business environment.



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**GITAM School of Technology**  
**GITAM (Deemed to be University)**  
**Visakhapatnam | Hyderabad | Bengaluru**