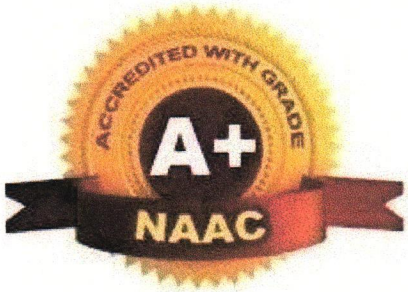
TULSIRAMJI GAIKWAD-PATIL
College of Engineering & Technology

Mohgaon, Wardha Road, Nagpur - 441 108



Bachelor of Technology SoE and Syllabus 2026

(Department of Basic Science and Humanities)

Vision of Institute

To emerge as a learning Center of Excellence in the National Ethos in domains of Science, Technology and Management.

Mission of Institute

M1- To strive for rearing standard and stature of the students by practicing high standards of professional ethics, transparency and accountability.

M2- To provide facilities and services to meet the challenges of Industry and Society. M3- To facilitate socially responsive research, innovation and Entrepreneurship.

M4- To ascertain holistic development of the students and staff members by inculcating knowledge and profession as work practices.

Tulsiramji Gaikwad -Patil College of Engineering and Technology

Wardha Road, Nagpur - 441 108 Accredited with NAAC A+ Grade Approved by AICTE, New Delhi, Govt. of Maharashtra

(An Autonomous Institution Affiliated to RTM Nagpur University)

Scheme of Instruction for First Year of B. Tech. (UG) Programme

Liberal Learning Courses for SEM-I

SN	Sem	Type	BoS/ Dept.	Sub. Code	Subject	T/P	Contact Hours			Credits	Weightage	
							L	P	Hrs		INT (1-Certificate)	ESE (MCQ)
1	1	CC	S&H	BSH51X01	Foreign Language -French (Level-1)	P	2	2	4	2	50	-
2	1	CC	S&H	BSH51X02	Foreign Language –German (Level-1)	P	2	2	4	2	50	-
3	1	CC	S&H	BSH51X03	Foreign Language –Japanese (Level-1)	P	2	2	4	2	50	-
4	1	CC	S&H	BSH51X04	Gateway to Competitive Exams (Level-1)	P	2	2	4	2	50	-
5	1	CC	S&H	BSH51X05	Interactive English (Level-1)	P	2	2	4	2	50	-
6	1	CC	S&H	BSH51X06	Yoga & Meditation	P	2	2	4	2	50	-
7	1	CC	S&H	BSH51X07	EBCD (Every Body Can Dance)	P	2	2	4	2	50	-
8	1	CC	S&H	BSH51X08	Fundamental of Music-1	P	2	2	4	2	50	-
9	1	CC	S&H	BSH51X09	Sports-1	P	2	2	4	2	50	-
10	1	CC	S&H	BSH51X10	Fundamentals of M.S. Office-(Word/Excel/Power Point/Tally)	P	2	2	4	2	50	-
11	1	CC	S&H	BSH51X11	CPD & IPD (Communication for Personality Development & Integrated Personality Development)	P	2	2	4	2	50	-
12	1	CC	S&H	BSH51X12	Digital Wellness	P	2	2	4	2	50	-

Liberal Learning Courses for SEM-II

SN	Sem	Type	BoS/ Dept.	Sub. Code	Subject	T/P	Contact Hours			Credits	Weightage	
							L	P	Hrs		INT (1-Certificate)	ESE (MCQ)
1	2	CC	S&H	BSH52Y01	Foreign Language -French (Level-2)	P	2	2	4	2	50	-
2	2	CC	S&H	BSH52Y02	Foreign Language –German (Level-2)	P	2	2	4	2	50	-
3	2	CC	S&H	BSH52Y03	Foreign Language –Japanese (Level 2)	P	2	2	4	2	50	-
4	2	CC	S&H	BSH52Y04	Gateway to Competitive Exams (Level-2)	P	2	2	4	2	50	-
5	2	CC	S&H	BSH52Y05	Interactive English (Level-2)	P	2	2	4	2	50	-
6	2	CC	S&H	BSH52Y06	Indian Traditional Cuisine	P	2	2	4	2	50	-
7	2	CC	S&H	BSH52Y07	EBCD (Every Body Can Dance)	P	2	2	4	2	50	-
8	2	CC	S&H	BSH52Y08	Fundamental of Music-2	P	2	2	4	2	50	-
9	2	CC	S&H	BSH52Y09	Sports-2	P	2	2	4	2	50	-
10	2	CC	S&H	BSH52Y10	Advance of M.S. Office-(Word/Excel/Power Point/Tally)	P	2	2	4	2	50	-
11	2	CC	S&H	BSH52Y11	Social Internship	P	2	2	4	2	50	-
12	2	CC	S&H	BSH52Y12	Poster & Video Design	P	2	2	4	2	50	-

				July, 2026	5.00	Applicable for AY 2026-27 Onwards
Chairperson	Dean Academics	Vice Principal	Principal/Director (Administration)	Date of Release	Version	

Program: B. Tech First Year Group-A&B

Semester-I | **Foreign Language-French (Level-1) BSH51X01**

Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	-	-	-	-	-
Total Credits	-	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1. To remember essential, french vocabulary, Basic grammar rules.
2. To understand & interpret commonly used phrases, sentence structure in french.
3. To apply french language in simple real-life situation.

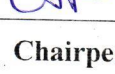
Course Contents

Unit I	**Introduction to French:** French alphabet and phonetics, such as Greetings and introductions, Numbers 1–100, Days, months, and seasons, Classroom expressions.
	Activity 1. Greeting Card Activity: Students make a small greeting card with common French phrases like *Bonjour*, *Salut*, *Comment tu t'appelles?*, etc. **Activity 2. Number & Days Matching:** Give students cards with numbers (1–100), days, or months in English and French. Ask them to match the correct pairs.
Unit II	**Basic Grammar I:** Subject pronouns, Regular verbs in -er (present tense), Definite and indefinite articles, Gender and number of nouns, Singular/plural rules.
	Activity 1. Pronoun & Verb Match: Give students subject pronoun cards (je, tu, il...) and verb cards (aimer, parler...). They pair them and say or write the correct conjugation (e.g., *je parle*). **Activity 2. Article Sorting:** Provide noun picture cards. Students decide and stick either *un/une/le/la/les* in front of each noun.
Unit III	**Descriptions and Personal Information:** Nationalities and professions, describing people and objects (adjectives), Talking about family, Possessive adjectives, Simple question forms (Yes/No, WH-).
	Activity 1. Draw and Describe: Students draw a simple face or a person and write 2–3 French sentences describing them (e.g., *Il est grand. Il a les cheveux noirs.*) **Activity 2. My Mini Family Album:** Students bring or draw pictures of 2–3 family members and write their names and roles in French using *mon, ma, mes*.
Unit IV	**Daily Life:** Telling time, Daily routines, Days of the week, timetable, Hobbies and preferences (aimer, préférer).
	Activity 1. Daily Routine Chart: Provide a blank timetable. Students fill in 4–5 activities in French (e.g., *je me lève à 7h, je vais à l'école*). **Activity 2. Likes and Dislikes Chart:** Give students pictures of hobbies (reading, singing, dancing). They place them under columns "J'aime" or "Je n'aime pas."
Unit V	**Culture and Civilization:** Overview of French-speaking countries, French lifestyle and student life, French greetings and etiquette.
	Activity 1. Flag Coloring: Give outlines of French-speaking countries' flags. Students color and write the country's name in French. **Activity 2. Greeting Comparison Chart:** Make a table with French and Indian greetings (e.g., *Bonjour* vs *Namaste*). Students fill in with emojis or drawings.

Text Books	
T.1	**Le Nouveau Taxi! 1 – Méthode de Français:** Guy Capelle & Robert Menand, Hachette
T.2	**Alter Ego + A1:** Annie Berthet, Catherine Hugot, Émilie Piton, Hachette
T.3	**Easy French Step-by-Step:** Myrna Bell Rochester, McGraw-Hill
T.4	**Grammaire Progressive du Français – Niveau Débutant:** Maïa Grégoire, CLE International
Reference Books	
R.1	Grammaire Progressive du Français – Niveau Débutant, Maïa Grégoire, CLE International.
R.2	Vocabulaire Progressif du Français – Débutant, Claire Miquel, CLE International.
R.3	Practice Makes Perfect: Complete French Grammar, Annie Heminway, McGraw-Hill.
R.4	French Made Simple, Pamela Rose Haze, Broadway Books.
Useful Links	
L.1	**Lawless French – A1 Beginner Lessons**: https://www.lawlessfrench.com/tag/a1/
L.2	**French Grammar & Vocabulary Exercises**: https://www.youtube.com/watch?v=NQqAW5Feh8s
L.3	**Lawless French – A1 Beginner Lessons**: https://www.lawlessfrench.com/tag/a1/

LIST OF EXPERIMENTS		
1	To develop correct pronunciation and familiarize with French phonetic sounds.	CO1
2	To introduce oneself and greet others using simple French expressions.	CO1
3	To understand and pronounce numbers and dates in French.	CO1
4	To identify and use vocabulary for days, months, and seasons correctly.	CO2
5	To write and present a personal profile using basic adjectives and verbs.	CO2
6	To build basic vocabulary of classroom and everyday objects.	CO2
7	To comprehend simple spoken French through audio exercises.	CO3
8	To describe family members using possessive adjectives and vocabulary.	CO3
9	To describe one's daily routine using present tense verbs.	CO3
10	To form and answer basic questions using correct grammar structures.	CO3

CO	Course Outcome
CO1	Recognize and pronounce basic French sounds, alphabets, and commonly used vocabulary.
CO2	Demonstrate the ability to introduce oneself and exchange basic personal information in French.
CO3	Apply basic French grammar rules (articles, nouns, adjectives, present tense verbs) to form simple sentences.



Chairperson

Program: B. Tech First Year

Semester-I	**Foreign language German (Level -1) (BSH51X02)**				
Teaching Scheme		**Examination Scheme (Th)**		**Examination Scheme(P)**	
Theory (Th)	-	-	-	-	-
Practical (P)	-	-	-	-	-
Total Credits	-	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1	To identify basic aspects of German culture, traditions and language.
2	To use every day German expressions and common phrases in simple communication.
3	To prepare learners for higher level German language learning and international opportunities.

Course Contents

Unit I	**Introduction to Germany and German language:** Location, states, population, currency and benefits of learning German language. Introduction to German alphabets, rules of pronunciation, greetings, Numbers (1–20), self-introduction, weekdays, months, seasons, family colours, professions, vocabulary
	Activity 1. Speak activities among students. **Activity 2.** Vocabulary quiz on numbers, weekdays, and family. **Activity 3.** Match the following: months, colours, professions
Unit II	**Basic Grammar and Communication:** Articles, nouns and genders, plural, personal pronouns, verbs, and conjugations, combination of words, rules of sentence formation, yes/no questions, WH questions, numbers (21-100), vegetables and fruits.
	Activity 1. Article matching game. **Activity 2.** Verb conjugation **Activity 3.** Question card games.
Unit III	**Core German Grammar:** definite and indefinite articles, introduction to cases, possessive pronouns, negations, prepositions, time, imperative, self-introduction, introducing others, free time activities and vocabulary.
	Activity 1. Match the following. **Activity 2.** Fill in the blanks **Activity 3.** Clock reading activity **Activity 4.** Role play

Text Books

1	Studio d A1: Deutsch als Fremdsprache (Cornelsen)
2	Menschen A1: Deutsch als Fremdsprache (Hueber Verlag)
3	Technisches Deutsch – Grundlagen by Michael Koenig & Hartmut Aufderstraße (Cornelsen)

Chairperson

Reference Books	
1	Netzwerk neu A1.Klett-Langenscheidt
2	Schritte International Neu A1.1 by Daniela Niebisch et al.
3	Technical German: Vocabulary and Reading Texts by Routledge
Useful Links	
1	https://www.klett-sprachen.de/netzwerk-neu-a1/t-1/9783126071567
2	https://online.fliphtml5.com/uyqrj/vjiy
3	https://collins.co.uk/pages/free-easy-learning-language-resources

Exp. No.	LIST OF EXPERIMENTS	CO
1	Match German number (1-20) with their meanings.	CO1
2	Recognize weekdays, months and seasons in German.	CO1
3	Name basic verbs used in everyday communication.	CO1
4	Classify nouns according to gender (der, die, das).	CO2
5	Interpret simple questions and responses in German.	CO2
6	Describe yourself using simple German sentences.	CO2
7	Demonstrate a basic greeting and introduction conversation through role play	CO3
8	Formulate yes/no and WH question in German.	CO3
9	Practice telling time in German using clock reading activity.	CO3
10	Construct sentences using personal pronouns and verb conjugations.	CO3

CO	Course Outcomes	CL	Lab Sessions
CO1	**Identify** the basic German alphabets, numbers, and greetings in familiar contexts. recite	2	4
CO2	**Construct** and deliver simple self-introductions and use basic vocabulary in daily life situations.	3	4
CO3	**Form** grammatically correct simple sentences using appropriate articles, verbs, and personal pronouns.	3	4

Chairperson

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Department of Basic Sciences and Humanities

Program: B. Tech First Year				**Course Code: BSH51X03**	
Semester-I	**Foreign Language –Japanese (BSH51X03)**				
Teaching Scheme		**Examination Scheme (Th)**		**Examination Scheme(P)**	
Theory (Th)	-	-	-	-	-
Practical (P)	-	-	-	-	-
Total Credits	-	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1	Recognize, read, and write Hiragana, Katakana, and 2 core Kanji sets (1–50) while recalling basic vocabulary, numbers, and cultural etiquette rules and execute self-introductions.
2	Construct basic sentences using core particles, verbs, and adjectives (*Minna no Nihongo* Lessons 1–10) to conduct daily interactions, tell date and time.

Unit I	**Introduction to Japanese Language** Hiragana Script , Katakana Script , Basic pronunciation & combined sound, Japanese Culture (customs and etiquette), Greetings and Self Introduction
	• **Activity 1:** Make a table of Hiragana script by using color pencils/pen. • **Activity 2**: Make a table of Katakana script by using color pencils/pen. • **Activity 3**: Record video on greetings and self-Introduction. • **Activity 4**: Record a video of bowing while greeting others.
Unit II	**Everyday Communication** Numbers (1 to 100), Days of week and Month, Date (1^{st} to 31^{st}) and Time , Basic vocabulary (food, places, objects), Counters (things, person, floor & frequency, age, etc.) Basic Sentence Structure (A は B です), Introduction to Kanji (1-10 basic characters)
	• **Activity 1**: List down numbers (1-100) in Hiragana. • **Activity 2**: Prepare a Calendar of your birth month. • **Activity 3**: Record a video on conversation with friends using basic vocab and counters and basic sentence structure. • **Activity 4**: Write Kanji in the Number table (1-100)
Unit III	**Particle Usage & Grammar Foundations - Lesson 1 to Lesson 10 (Minna no Nihongo)** Vocab , Grammar, Demonstratives (これ/それ/あれ), Particles (は、か、お、の、に、で、が、と), More Kanji (11-50)
	• Activity 1: Record a video on conversation using demonstratives. • Activity 2: Record a video on conversation using vocab and grammar of 10 lessons. • Activity 3: Write date of birth of family members and some words like school, teacher, student, friend in kanji only.

Chairperson

Sr. No.	Text Book
1.	Minna No Nihongo for Vocab and Grammar
2.	Nihongo Challenge for Kanji
Sr. No.	**Reference Book**
1.	Soumatome for Vocab and Grammar
2.	Soumatome for Kanji
Sr. No.	**Useful Links**
1.	https://www3.nhk.or.jp/nhkworld/lesson/en/
2.	https://japanesetest4you.com/

Sr.No.	List of Experiment	CO
1.	Recall and reproduce the correct stroke order for writing individual Hiragana and Katakana characters in the script tables.	CO1
2.	Identify and describe Japanese greetings and cultural bowing etiquette used in a standard self-introduction.	CO1
3.	Recognize and repeat the basic pronunciations and combined sounds introduced in the script lessons.	CO1
4.	Explain the Japanese numbers from 1 to 100 and interpret their equivalent Kanji(1-10)	CO2
5.	Describe basic vocabulary, dates, days, months, and times, and prepare a birth-month calendar.	CO2
6.	Classify the correct counter suffixes and explain the basic sentence structure (A は B です) used in everyday conversations.	CO2
7.	Use verb and adjective meanings and core Japanese particles to prepare a conversation.	CO3
8.	Apply demonstratives and basic grammar rules to record everyday communication	CO3
9.	Prepare target Kanji characters (11–50) using correct stroke order and their Jukugos.	CO3

CO	Course Outcomes
CO1	Recognize Japanese scripts (Hiragana and Katakana) and identify basic pronunciations, cultural greeting etiquettes, and foundational self-introduction phrases.
CO2	Explain Japanese numbers used to express age, years, money; interpret basic vocabulary, counters, dates; and describe basic sentence structures used in everyday communication. Describe basic Kanji (Number 1-10).
CO3	Apply basic verb and adjective grammar patterns to practice conversation. Prepare compound kanji words (Jukugos) of kanji (11-50).

Chairperson

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Department of Basic Sciences and Humanities

Program: B. Tech First Year				Course Code:	
Semester-I	Competitive Exams (BSH51X04)				
Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	-	-	-	-	-
Total Credits	-	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1	Develop quantitative aptitude skills by strengthening concepts in arithmetic mathematics and logical reasoning required for competitive examinations.
2	Build a strong foundation in General Science, Indian Polity & Constitution, Indian History, and Geography to enhance general awareness and analytical understanding.
3	Prepare learners to solve objective-type competitive examination questions with speed, accuracy, and effective problem-solving strategies through regular practice and mock tests.

Unit I	**Arithmetic Mathematics:** **Number System:** Divisibility rules, unit digits, LCM & HCF, remainders, fractions, and surds & indices. **Percentages & Profit, Loss & Discount:** Percentage changes, successive discounts, marked price, profit/loss calculations. **Ratio, Proportion & Partnership:** Age-based problems, mixtures & alligations, and business investments. **Time, Speed & Distance:** Problems on trains, boats & streams, and relative speed. **Time & Work:** Work & wages, efficiency, and pipes & cisterns. **Interest:** Simple and Compound interest calculations, installment formulas, and SI vs. CI differences. **Averages & Mixtures:** Weighted averages and alligation rules.
Unit II	**Verbal Reasoning:** **Coding-Decoding:** Letter shifting, number coding, and substitution coding. **Alphabet & Word Test:** Jumbled words, dictionary-based arrangement, and letter series. **Series & Classification:** Number series, alphabetical series, and finding the odd one out. **Blood Relations:** Family tree problems and coded relation puzzles. **Direction Sense:** Finding distance and movement using cardinal directions. **Order & Ranking:** Position placement and comparison-based questions (e.g., tallest/shortest). **Seating Arrangement & Puzzles:** Circular, linear, and square seating arrangements; floor and scheduling puzzles. **Syllogism:** Determining conclusions using Venn diagrams or logical rules. **Logical Reasoning:** Cause and effect, course of action, and evaluating statements and assumptions/conclusions.

Unit III	**1) General Science:** **Physics:** Motion, gravitation, work/energy, light, sound, electricity, and basic astronomy. **Chemistry:** Matter, atomic structure, acids/bases/salts, metals/non-metals, and carbon compounds. **Biology:** Cell biology, human body systems, genetics, plant physiology, and nutrition/diseases. **2) Indian Polity & Constitution:** **Constitutional Framework:** Historical background, making of the Constitution, Preamble, and Articles. **Fundamental Rights & Duties:** Directive Principles of State Policy (DPSP). **Government Structure:** President, Prime Minister, Parliament (Lok Sabha/Rajya Sabha), Supreme Court, and Governor. **Constitutional Bodies:** Election Commission, UPSC, CAG, and Finance Commission **3) Indian History:** **Ancient India:** Indus Valley Civilization, Vedic period, Jainism, Buddhism, Mauryan and Gupta Empires. **Medieval India:** Delhi Sultanate, Mughal Empire, Vijayanagara Empire, and Bhakti/Sufi movements. **4) Geography** **Physical Geography:** Earth's structure, latitudes/longitudes, atmosphere, oceans, and winds. **Indian Geography:** Physical features (mountains, plateaus, plains), river systems, climate, soil types, and natural vegetation.

Sr. No.	Text Book
1.	Quantitative Aptitude for Competitive Examinations - R.S. Aggarwal
2.	A Modern Approach to Verbal & Non-Verbal Reasoning - R.S. Aggarwal
3.	Lucent's General Knowledge - Lucent Publications

Sr. No.	Reference Book
1.	Fast Track Objective Arithmetic - Rajesh Verma
2.	Analytical Reasoning - M.K. Pandey
3.	Arihant General Knowledge

CO	Course Outcomes
CO1	Apply arithmetic and logical reasoning concepts to solve quantitative aptitude, verbal reasoning, and analytical problems accurately within a specified time.
CO2	Demonstrate knowledge of General Science, Indian Polity & Constitution, Indian History, and Geography to answer objective questions related to national-level and state-level competitive examinations.
CO3	Analyze and solve multi-disciplinary competitive examination questions by integrating quantitative aptitude, reasoning, and general awareness skills, thereby improving problem-solving ability, decision-making, and exam readiness.

Chairperson

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Program: B. Tech First Year Group-A&B

Semester-I Interactive English Level-1 (BSH51X05)

Teaching Scheme		Examination Scheme(Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	-	-	-	-	-
Total Credits	-	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites:

Course Objectives:

1	To Develop fundamental language skills for effective academic and professional communication.
2	To Improve pronunciation, intonation, and sentence construction for clear and fluent communication.
3	To Build confidence in public speaking, presentations, and verbal expression.

Course Contents

Unit-I	**Introduction to Phonetics and Phonology** – Introduction to Phonetics and Phonology, English Sounds: Vowels and Consonants, Word Stress and Syllables, Intonation and Rhythm.
	Activity :- Label the Organs of Speech Diagram – students complete a worksheet identifying key speech organs. Minimal Pairs Challenge – students practice pairs like "ship/sheep" or "bat/bet" in pairs, record and review with peer feedback. Intonation Practice – Students read dialogues with different emotions using varied intonation.
Unit-II	**Sentence Formation Process**: Basics of Sentence Structure, Parts of Speech in Action, Sentence Patterns and Types, Common Sentence Errors and Corrections , Practical Sentence Construction.
	Activity :- Split-the-Sentence Game – Students are given jumbled parts of a sentence and asked to reconstruct them correctly. Pattern Practice – Fill-in-the-blanks exercises to complete sentences using correct patterns. Picture to Sentence – Students write 5 different types of sentences based on a picture.
Unit III	**Applicable Use of Sentences in Functional English**: Sentence Types and Real- World Use, Using Sentences in Daily Conversations, Sentence Formation in Professional Settings, Expressing Ideas Clearly, Sentence Use in Academic Communication.
	Activity : Sentence Role Play – Students are assigned different roles (customer, receptionist, teacher, etc.) and must speak using sentence types appropriate to their role. Dialogue Completion Exercise – Fill in the blanks with appropriate sentences in real-life dialogues (e.g., at a railway station, in a meeting, during a phone call). Instruction Card Game – One student gives instructions using imperative sentences; another must follow them to draw a picture or complete a task.

Chairperson

Text Books	
1	Functional English for Communication Author: Kumar, Sanjay and Lata, Pushpa. Publisher: Oxford University Press.
2	"Functional English" **Authors:** Sanjay Kumar & Pushp Lata

Reference Books	
1	English for Engineers and Technologists **Authors:** Sudarshana, N.P. and Savitha, C.N. **Publisher:** Cambridge University Press
2	A Course in Phonetics **Author:** Peter Ladefoged **Publisher:** Cengage Learning
3	Developing Communication Skills **Authors:** Krishna Mohan and Meera Banerji. **Publisher:** Macmillan
4	**Effective Technical Communication Author:** M. Ashraf Rizvi **Publisher:** Tata McGraw-Hill Education
Useful Links	
1	https://www.bbc.co.uk/learningenglish
2	https://www.cambridgeenglish.org/learning-english/

	List of Experiment	CO
1	Mirror Practice for Pronunciation	CO1
2	Phonetic Transcription Practice	CO1
3	Sentence Transformation Task	CO1
4	Comprehension and Summary Writing	CO2
5	Email Writing Practice	CO2
6	Descriptive Paragraph Writing	CO2
7	Skimming and Scanning Exercise	CO2
8	Extempore Speech	CO3
9	Oral Presentation with Visual Aids	CO3
10	Presentation Skills Activity (Participation in Interclass Competitions)	CO3

Sr. No.	Course Outcomes	CL	Lab Sessions
1	Understand and apply rules of pronunciation, sentence structure, and tone in English communication	2	4
2	Apply grammatically correct and meaningful sentences for academic and workplace use	3	4
3	Demonstrate the ability to read, comprehend, and summarize various texts effectively.	3	5
4	Execute clear and structured paragraphs, emails, and short reports with appropriate language.	4	4
5	Analyze and reflect on personal communication skills to improve performance.	4	4

Chairperson

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Program: B. Tech First Year Group-A&B

Semester-I | **Yoga & Meditation: BSH51X06**

Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	-	-	-	-	-
Total Credits	-	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1. To understand the philosophical foundations and objectives of Yoga, emphasizing its historical evolution and relevance in modern life.
2. To Implement practical proficiency in asanas, pranayama, and meditation for achieving physical health and mental well-being.
3. To apply Yoga principles and techniques in daily life for stress management, ethical living, and holistic development.

Course Contents

Unit I	**Introduction to Yoga and Its Philosophy:** Definition and Meaning of Yoga, History and Evolution, Branches of Yoga, Objectives of Yoga, Misconceptions and Clarifications.
	Activities: **1. Draw the Block digram of Yogasan.** **2. Create comperative chart of Different yoga paths**
Unit II	**Yogic Practices and Techniques :** Asanas (Postures), Pranayama (Breathing Techniques), Dhyana (Meditation), Bandhas and Mudras, Shatkarma (Cleansing Techniques).
	Activities: **1. Draw the poster of different yogasun** **2. Perform a sequence of learned asanas and pranayama techniques.**
Unit III	**Application of Yoga in Daily Life:** Stress Management, Lifestyle and Diet, Ethical Living, Yoga for Health, Integration with Modern Life.
	Activities: **1. Write a report on how yoga techniques learned in this unit helped manage stress during a specific period.** **2. Present a case study on the application of Yoga in addressing common health issues, such as back pain or anxiety.**

Text Books

T.1	The Yoga Sutras of Patanjali – Translated by Swami Vivekananda
T.2	Light on Yoga by B.K.S. Iyengar
T.3	Yoga and Ayurveda: Self-Healing and Self-Realization by Dr. David Frawley

Chairperson

Reference Books	
R.1	The Bhagavad Gita (Translation by Eknath Easwaran)
R.2	Yoga Anatomy by Leslie Kaminoff and Amy Matthews
R.3	Yoga Mind, Body & Spirit by Donna Farhi

Useful Links	
1	https://onlinecourses.nptel.ac.in/noc23_hs74/preview
2	https://onlinecourses.swayam2.ac.in/aic23_ge10/preview
3	https://onlinecourses.swayam2.ac.in/aic23_ge09/preview

LIST OF EXPERIMENTS (Yoga Practices: BSH51X06)		
1	To understand the distinguishing features and applications of different yoga styles (Hatha, Bhakti, Karma, Jnana).	CO1
2	To explore the core principles of Yoga philosophy and their impact on mental clarity.	CO1
3	To study the physical benefits of performing asanas (e.g., Tadasana, Vrikshasana).	CO1
4	To evaluate the effect of Nadi Shodhana (alternate nostril breathing) on reducing stress.	CO2
5	To analyze the effect of meditation on concentration and focus.	CO2
6	To explore the impact of Bandhas (locks) and Mudras (gestures) on energy flow and mental clarity.	CO2
7	To observe the role of Yoga in stress management during exams.	CO3
8	To examine the effect of incorporating a Yogic diet (Sattvic diet) on physical and mental health.	CO3
9	To explore how Yoga can relieve back pain.	CO3
10	To study the influence of ethical practices (Ahimsa, Satya) on behavior and relationships.	CO3

CO	Course Outcomes
CO1	Understanding the philosophical foundations and objectives of Yoga, along with its holistic approach to well-being.
CO2	Demonstrating proficiency in performing basic asanas, pranayama, and meditation for physical and mental health.
CO3	Applying Yoga principles in daily life to manage stress, enhance self- discipline, and promote overall well-being.

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Program: B. Tech First Year Group-A&B

Semester-I	EBCD (Every Body Can Dance): BSH51X07				
Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	-	-	-	-	-
Total Credits	-	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1.	Demonstrate correct posture, balance, and flexibility in movement.
2.	Understand basic rhythm and footwork
3.	Demonstrate the dancing skills.

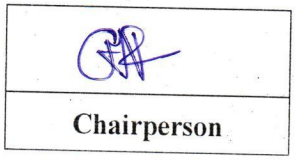
Course Contents

Unit I	**Introduction to Dance & Body Awareness**: History, forms, and purpose, understanding your body: posture, balance, flexibility, Rhythm, Beats & Basic Footwork **Expression Through Movement**-Facial expressions and emotion in dance, using hands, eyes, and body to tell stories, Connection between music and feeling.
	Activity: Write a short note on your favorite dance form and its cultural significance.
Unit II	**Styles of Dance** - Folk Dance (Garba, Bhangra, Lavani) , Bollywood Basics (fun, expressive), Contemporary/Free Style (fluid, creative), Hip-Hop Basics (grooves, body isolations), Popping & Locking Salsa, Zumba (dance fitness), Cha-cha-cha.
	Activity: **1. Each student selects one style they connected with the most and creates:** **2. A short solo (30–60 seconds) performance.** **3. A 1-page reflection on how that style impacts body, mind, and emotion.**
Unit III	**Choreography and Stage Presentation:** Principles of Choreography, Stagecraft and Costume Design, Group Dance Coordination, Preparing for Live Performances.

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	List of Experiment	CO
1	Body Awareness & Fundamentals	CO1
2	Basic Footwork Drill	CO1
3	Introduction to Indian Folk Dance – Garba	CO1
4	Prepare Contemporary & Free Style Movement	CO2
5	Exploring Energy in Bhangra.	CO2
6	Dance Styles Exploration Each week focuses on 2 styles (introduce steps, practice, small combos): Folk , Bollywood, Hip-Hop, Contemporary/Freestyle, Salsa/Cha-cha/Zumba	CO2
7	Creating a Short Dance Sequence	CO3
8	Live Group Performance Evaluation	CO3
9	Choreography & Stage Presentation	CO3
10	Performance & Assessment	CO3

CO	Course Outcomes	CL	Lab Sessions
CO1	**Understand** how historical, religious, cultural, and geographical factors shaped Indian cuisine.	2	4
CO2	**Identify** and classify Indian spices, herbs, pulses, and grains.	2	4
CO3	**Demonstrate** foundational steps in different dance styles	2	4



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Program: B. Tech First Year Group-A&B

Semester-I | **Fundamental of Music 1: BSH51X08**

Teaching Scheme		Examination Scheme(Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	-	-	-	-	-
Total Credits	-	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre- Requisites: NA

Course Objectives:

1	Understanding basic principles of theatre & music.
2	To develop students confidence, body language and communication skills through stage performance.
3	Develop vocal techniques through structured voice training.
4	Enhance confidence, teamwork, and creative expression through music.
5	Demonstrate acting , performance and singing skills.

Unit I	**Module1: Introduction to Theater.** Definition, origin and history of theater (Indian and Western traditions) Type of theater : classical, modern, street theater, improvisational Elements of drama : plot, character, dialogue, theme, spectacle
	Activity : Pre-Production Activities (Planning & Preparation) **Activity :** Rehearsal Activities (Developing the Performance) **Outcomes:** A short, collaborative scene (3-5 minutes) performed by small groups, showcasing fundamental theatrical elements learned in the module.
Unit II	**Module2: Acting and Performance Skills.** Voice modulation and projection Body language and expressions Improvisation techniques Role – playing and character development
	Activity: Skill Developed: Release of tension, breath control, vocal resonance, clear articulation, body awareness. **Activity: "Weather Report":** Improvise a scene reacting to different extreme weather conditions (e.g., scorching heat, freezing wind, sudden downpour), showing physical and emotional responses. **Outcomes:** Each student (or pair/small group) presents a **"Character Vignette"** – a short (1-3 minute) piece that showcases a distinct character and a clear dramatic moment.

Chairperson

Unit III	**UNIT 3: Fundamentals of Music** • Introduction to music and its importance • Indian and Western notation systems • Indian and Western notation systems • Scales: major, minor, pentatonic, modal • Overview of swaras, ragas, and rhythm cycles (taals)

	Activity: "Instrument Guessing Game": Listen to short excerpts of different instruments (e.g., piano, flute, trumpet, guitar, drum) playing the same note or a simple melody. Identify which instrument is playing based on its unique sound. **Activity:** Listen to various songs and clap steadily to the main beat. Try to keep a consistent pace. **Outcomes:** Small groups (3-4 people) create and perform a short (30-60 second) rhythmic piece using only body percussion or simple classroom instruments (e.g., shakers, clappers). They must demonstrate a clear beat and a repeated rhythmic pattern.
Unit IV	**UNIT 4 : Voice Culture and Vocal Training** • Breathing techniques and posture • Vocal warm-ups and range-building exercises • Diction, modulation, tone, and expression • Resonance, vocal registers, and projection • Care and maintenance of the voice
	Activity: Hum gently on a comfortable pitch, feeling vibrations in your face (nose, lips). Then, yawn deeply and follow it with a gentle sigh or hum on the exhale. **Activity:** Diaphragmatic breathing, sustained breath support, even breath release, lung capacity. **Outcomes:** Focus Areas for Assessment/Demonstration
UnitV	**UNIT 5: Indian Music Traditions** • Overview of Hindustani and Carnatic classical music • Basic ragas and taals • Folk and devotional forms (e.g., bhajan, sufi, lavani) • Role of music in Indian culture and festivals • Traditional instruments (tanpura, tabla, mridangam)
	Activity: "Sa-Re-Ga-Ma" Chanting: Learn to sing the seven basic notes (Swaras: Sa, Re, Ga, Ma, Pa, Dha, Ni, Sa) of the Indian scale. Use a Tanpura drone (available as apps or online) as a reference point for "Sa." Practice ascending (*Aaroh*) and descending (*Avroh*) the scale slowly, focusing on stable pitch. **Activity:** Learn simple *Taalas* like *Dadra* (6 beats) or *Keherwa* (8 beats). The instructor or a recording will demonstrate the *Taali* (claps) and *Khali* (wave of the hand, indicating an empty beat) for each *Taala*. Participants practice clapping and waving along consistently. **Outcomes:** Small groups (2-3 students) demonstrate their understanding by performing:

Text Books	
1	Music Theory Through Musical Theatre
2	Acting Techniques: An Introduction for Aspiring Actors
3	Sangitmay Chinmay

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Reference Books	
1	Music Theory through Musical Theatre: Putting It Together **John Franceschina (Author)**
2	On the Technique of Acting **Michael Chekhov (Author**
3	BANSURI VADAN Dr. R.K Shri Nivasan

UsefulLinks	
1	https://en.wikipedia.org/wiki/Theatre_of_India
2	https://disco.teak.fi/asia/bharata-and-his-natyashastra/
3	https://www.carnaticstudent.org/voice-culture-and-singing/
4	https://www.schoolofrock.com/resources/vocals/9-best-vocal-warm-ups-for-singers
5	https://artiumacademy.com/blogs/what-are-the-fundamentals-of-carnatic-classical-music/

List of Experiment		**CO**
1	Collaborative Scene Creation	CO1
2	Instant Play" Challenge	CO1
3	Acting and Performance Skills: The "Character Transformation" Experiment	CO2
4	P Acting and Performance Skills: The "Objective-Driven Scene" Experiment	CO2
5	Fundamentals of Music: The "Building Blocks" Experiment	CO3
6	Fundamentals of Music: The "Sound Sculptors" Experiment	CO3
7	Voice Culture & Vocal Training: The "Resonance & Expression" Experiment	CO4
8	Voice Culture & Vocal Training: The "Power of the Hum & Sigh" Experiment	CO4
9	Indian Music Traditions: The "Raga & Tala Story" Experiment	CO5
10	Indian Music Traditions: The "Melody Mood & Rhythm Pulse" Experiment	CO5

CO	**Course Outcomes**
CO1	Identify character objectives, obstacles, and basic dramatic structure in a given scene.
CO2	Understand and apply concepts such as objective, obstacle, action, and motivation in character portrayal.
CO3	Identify when a melody moves up, down, or stays the same, and hum/sing simple melodic phrases.
CO4	Identify the key components involved in voice production and their functions.
CO5	Identify the distinct melodic characteristics and emotional qualities (*rasas*) of a few introductory *Ragas*.

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Program: B. Tech First Year Group-A&B

Semester-I	**Sports (Outdoor & Indoor) 1: BSH51X09**				
Teaching Scheme		**Examination Scheme (Th)**		**Examination Scheme(P)**	
Theory (Th)	-	-	-	-	-
Practical (P)	-	-	-	-	-
Total Credits	-	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1.	To understand the basic principles of fitness and the foundational skills required for various sports.
2.	To develop teamwork and strategic thinking through participation in team-based outdoor sports.
3.	To build proficiency in individual sports by focusing on technical skills, strategy, and mental focus.

Course Contents

Unit I	**Fundamentals of Sports and Fitness:** Introduction to sports and physical activity for holistic development, Warm-up and cool-down techniques and their importance, Basic fitness components: Strength, endurance, flexibility, and coordination, Rules and fundamentals of selected sports (e.g., Football, Badminton).
	Activities: 1. Conduct a self-assessment of fitness levels by performing activities like push-ups, sit-ups, and a timed 100-meter sprint. Record progress weekly. **2.** Participate in a quiz or group discussion on the basic rules and strategies of selected sports, such as Football or Badminton.
Unit II	**Team Sports and Outdoor Activities:** Skill development for team-based outdoor sports: Football, Cricket, and Basketball, Importance of teamwork, communication, and leadership in sports, Strategy and tactics for effective gameplay in team sports, Endurance and agility training for field sports.
	Activities: 1. Organize friendly practice matches in Football, Cricket, or Basketball to apply teamwork and strategy skills. **2.** Form groups to discuss and devise strategies for gameplay in team sports. Present and apply the strategies during matches.
Unit III	**Individual Sports and Indoor Activities:** Skill development for individual sports: Badminton, Table Tennis, and Chess, Enhancing focus, strategy, and self-discipline through individual sports, Indoor fitness routines: Core strength, flexibility, and balance, Importance of mindfulness and mental skills in individual sports.
	Activities: 1. Participate in chess practice or mental focus drills to enhance decision-making and strategic thinking. **2.** Complete a circuit workout indoors, including exercises like planks, squats, and resistance training to enhance core strength and balance.

Chairperson

Text Books	
T.1	Physical Fitness and Wellness by Wener W.K. Hoeger and Sharon A. Hoeger
T.2	Team Sports and Games by Jay Coakley
T.3	Badminton: Steps to Success by Tony Grice
Reference Books	
R.1	Essentials of Physical Education by H. Chalak
R.2	Principles and Methods of Physical Education and Sports by R. K. Sharma
R.3	Sports Skills and Techniques by R. P. Agrawal
Useful Links	
1	https://onlinecourses.nptel.ac.in/noc24_hs86/preview
2	https://onlinecourses.nptel.ac.in/noc25_hs106/preview
3	https://onlinecourses.nptel.ac.in/noc24_hs83/preview

LIST OF EXPERIMENTS (Sports (Outdoor & Indoor): BSHY4104)		
1	To evaluate overall physical fitness by measuring strength, endurance, and flexibility.	CO1
2	To measure and improve the speed of response to visual or auditory stimuli.	CO1
3	To assess and enhance hand-eye coordination for better sports performance.	CO1
4	To measure and improve agility and quickness through timed movement drills.	CO2
5	To develop control, accuracy, and skill in dribbling and passing in team sports.	CO2
6	To improve precision and consistency in serving techniques in racket sports.	CO2
7	To build muscular strength and endurance using bodyweight exercises.	CO3
8	To enhance concentration, strategic thinking, and decision-making skills.	CO3
9	To improve speed, coordination, and teamwork in a competitive environment.	CO3
10	To assess and improve flexibility through regular yoga practice.	CO3

CO	Course Outcomes
CO1	Understand basic fitness principles and sports fundamentals.
CO2	Formulate teamwork and strategic skills in outdoor sports.
CO3	Develop technical skills and focus on individual sports.

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Program: B. Tech First Year Group-A (AIML/ CSE/ DS /IT)

Semester-I	MICROSOFT- WORD (LIBERAL)				
Teaching Scheme		**Examination Scheme(Th)**		**Examination Scheme(P)**	
Theory (Th)	-	-	-	-	-
Practical (P)	-	-	-	-	-
Total Credits	-	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1.	**Create professional documents using MS Word.**
2.	**Analyze and manage data using MS Excel.**
3.	**Use Outlook for email and scheduling.** **Improve productivity using Microsoft Office tools.**

Course Contents

Unit I	**Introduction to MS Office:** MS Office is a productivity software suite developed by Microsoft that includes applications such as Word, Excel, PowerPoint, Outlook, and Access. It is widely used for creating documents, managing data, preparing presentations, and improving office productivity.
Unit II	**Microsoft Word:** Microsoft Word is a word processing application used to create, edit, format, and print professional documents such as letters, reports, resumes, and books. It provides features like text formatting, tables, images, page layout, headers, footers, and mail merge.
Unit III	**Microsoft Excel:** Microsoft Excel is a spreadsheet application used to organize, calculate, and analyze data using rows and columns. It offers formulas, functions, charts, sorting, filtering, pivot tables, and data visualization tools for efficient data management.

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Text Books	
T.1	**Introduction :**, Microsoft Office 2021 Step by Step
T.2	**Microsoft: 3**65 and Office 2021 All-in-One For Dummies
T.3	**MS Office :**2021 in Easy Steps
Reference Books	
R.1	Microsoft Office Official Documentation
R.2	Microsoft Office 365 Bible
R.3	Computer Fundamentals and Office Automation

LIST OF EXPERIMENTS		
1	Introduction to MS Office Study the MS Office interface, Ribbon, Quick Access Toolbar, and File menu.	
2	Creating and Formatting Documents (MS Word) Create a document and apply fonts, styles, alignment, bullets, numbering, and page formatting.	CO1
3	Working with Tables in MS Word Create, edit, format, merge, split, and sort data in tables.	CO1
4	Explain Inserting Objects in MS Word Insert pictures, shapes, icons, SmartArt, WordArt, text boxes, headers, footers, and page numbers.	CO2
5	Interpret Mail Merge Create a mail merge document for letters, envelopes, or labels using a data source	CO2
6	Apply Page Layout and Printing Set margins, orientation, page size, columns, page borders, and print documents.	CO3
7	Generate Excel Workbook Creation Create a workbook, enter data, format worksheets, and manage multiple sheets.	CO3
8	Formulas and Functions in Excel Use formulas and functions such as SUM, AVERAGE, MAX, MIN, COUNT, IF, and VLOOKUP/XLOOKUP.	CO3
9	Charts and Data AnalysiS Create column, bar, line, and pie charts. Apply sorting, filtering, conditional formatting, and PivotTables.	CO3
10	Implement PowerPoint Presentation Create a presentation using themes, layouts, text, images, SmartArt, charts, and multimedia	CO3

CO	Course Outcomes	CL	Class Sessions
CO1	Create, edit, format, and print professional documents using **Microsoft Word** and understand the basic features of Microsoft Office.	1	10
CO2	Organize, calculate, analyze, and visualize data using **Microsoft Excel** with formulas, functions, charts, and PivotTables.	2	10
CO3	Design professional presentations using **Microsoft PowerPoint** and use **Microsoft Access, Outlook, and OneDrive** for database management, communication, and collaboration.	3	10

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Program: B. Tech First Year Group-A&B

Semester-I	Communication Personality Development (BSH51X11)				
Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	-	-	-	-	-
Total Credits	-	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1. To develop effective verbal and non-verbal communication skills.
2. To enhance self-confidence and interpersonal skills for personal and professional growth.
3. To build emotional intelligence and leadership qualities through personality development.

Course Contents

Unit I	**Unit 1: Fundamentals of Communication** Introduction of the foundational aspects of communication, emphasizing its importance in both personal and professional contexts. Learners will explore the communication process in depth, verbal, non-verbal, written, and visual. The unit also highlights common barriers to effective communication, such as physical, psychological, and semantic obstacles, focusing on body language, facial expressions, tone, gestures, and eye contact to enhance interpersonal effectiveness
	Activities : **1. Role play on verbal & non-verbal communication.** **2. Group discussion identifying communication barriers** **3. Listening Skills Activity**
Unit II	**Unit 2: Personality Development and Self-Management** Building a strong sense of self and managing personal growth. self-awareness, helping students to better understand their own strengths, weaknesses, values, and behavior patterns. emotional intelligence, enabling learners to recognize and manage their emotions and empathize with others. stress management practical tools and techniques to handle pressure, balance academic and personal responsibilities, and enhance productivity through efficient planning.
	Activity: **1. SWOT analysis of personal strengths and weaknesses** **2. Time management planning** **3. Emotional intelligence self-assessment**
Unit III	**Unit 3: Interpersonal Skills and Leadership** Develop the interpersonal and leadership skills necessary for success in team-based and organizational environments. team building concepts, focusing on collaboration, communication, and trust among group members., transformational, and situational leadership to understand their own leadership potential. conflict resolution strategies and the role of motivation in driving personal and group performance.

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	Activity: 1. **Team-building exercises** 2. **Conflict resolution role play** 3. **Leadership style self-assessment**

Text Books	
1	Communication Process, Types, Barriers, Verbal and Non-verbal Communication
Reference Books	
1	"Effective Communication Skills" by M. T. Ramesh, Tata McGraw Hill
2	"Personality Development" by Rajendra Pal, Sultan Chand & Sons
3	"Emotional Intelligence" by Daniel Goleman
Useful Links	
1	https://www.skillsyouneed.com/ips/communication-skills.html
2	https://positivepsychology.com/emotional-intelligence-skills/
3	https://www.mindtools.com/pages/article/newLDR_45.htm

Sr. No.	Experiment Title	Experiment Aim
1	Verbal and Non-verbal Communication Test	To evaluate students' ability to use verbal and non-verbal cues effectively in various communication settings.
2	Active Listening and Feedback Exercise	To develop active listening skills and practice giving constructive feedback.
3	Personal SWOT Analysis	To identify individual strengths, weaknesses, opportunities, and threats for personal growth.
4	Emotional Intelligence Questionnaire	To assess emotional intelligence and understand personal emotional strengths and areas for improvement.
5	Time Management Practice	To learn and apply techniques for effective time planning and prioritization.
6	Stress Management Techniques (Meditation, Breathing Exercises)	To practice stress-relieving techniques and understand their impact on mental well-being.
7	Group Discussion on Communication Barriers	To recognize common communication barriers and learn strategies to overcome them.
8	Leadership Style Assessment	To identify personal leadership style and reflect on its effectiveness in team settings.
9	Team Building Activities	To foster collaboration, trust, and coordination within a team environment.
10	Conflict Resolution Simulation	To practice resolving interpersonal conflicts through role- playing and reflective dialogue.

CO	Course Outcome (CO)	Cognitive Level (CL)
CO1	**Understand and apply** the core principles of communication, including verbal, non-verbal, written, and visual forms, and identify barriers to effective communication.	3
CO2	**Demonstrate** self-awareness, emotional intelligence, and use time and stress management techniques for personal and academic development.	4
CO2	**Develop** interpersonal and leadership skills through team building, conflict resolution, and motivation strategies suited to dynamic environments.	5

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Program: B. Tech First Year Group-A&B

Semester-I	Integrated Personality Development (BSH51X11)				
Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	-	-	-	-	-
Total Credits	-	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1. To develop self-awareness, confidence, and a positive attitude among students.
2. To inculcate communication skills, emotional intelligence, and team dynamics.
3. To prepare students for personal, academic, and professional success.

Course Contents

Unit I	**Self-Awareness and Goal Setting:** - SWOT Analysis: Identifying personal Strengths, Weaknesses, Opportunities, and Threats to enhance strategic self-development. - Importance of Values: Discovering personal values, belief systems, and how they influence behavior, decisions, and life purpose. - Time Management: Tools and techniques for effective time management and aligning tasks with personal and academic goals. - Setting SMART Goals: Learning how to set Specific, Measurable, Achievable, Relevant, and Time-bound goals.
Unit II	**Communication and Interpersonal Skills:** - Verbal & Non-verbal Communication: Developing clear, concise, and confident speaking skills for formal and informal settings. Exploring body language, facial expressions, posture, eye contact, and gestures for effective expression. - Active Listening: Understanding the importance of active listening, barriers to listening, and techniques to improve it. - Empathy & Conflict Management: Cultivating empathy to understand others' perspectives and respond appropriately in interpersonal situations.
Unit III	**Leadership and Emotional Intelligence:** - Leadership Styles: Overview of major leadership styles – autocratic, democratic, transformational, transactional, and situational leadership. - Team Building: Importance of teamwork; how to form, lead, and sustain effective teams; understanding group behavior. - Emotional Self-Regulation: Definition and significance of Emotional Intelligence (EI) in personal and professional contexts. - Developing Emotional Competence: Practical strategies to improve emotional awareness, control, and interpersonal relationships.

Text Books	
1	"Personality Development and Soft Skills" by Barun K. Mitra, Oxford University Press
Reference Books	
1	The Art of Living by Epictetus (various editions)
2	Emotional Intelligence by Daniel Goleman
3	Personality Development by Dr. R. K. Sinha
Useful Links	
1	https://www.mindtools.com/pages/article/newLDR_45.htm
2	https://positivepsychology.com/emotional-intelligence-skills/
3	https://www.skillsyouneed.com/ips/personality-development.html

Sr.No	Experiment Title	Aim of the Experiments
1	SWOT Analysis	Identify personal Strengths, Weaknesses, Opportunities, and Threats for strategic self-development.
2	Importance of Values	Discover and reflect on personal values, belief systems, and their influence on behavior and decisions.
3	Time Management Techniques	Practice time management tools to prioritize tasks aligning with personal and academic goals.
4	Setting SMART Goals	Learn and apply the SMART framework to set effective and achievable goals.
5	Verbal & Non-verbal Communication	Develop clear speaking skills and explore body language, facial expressions, and gestures.
6	Active Listening Exercise	Understand listening barriers and practice active listening techniques in pairs or groups.
7	Empathy & Conflict Management	Practice empathy-building exercises and role-play conflict resolution scenarios.
8	Leadership Styles Assessment	Identify and analyze different leadership styles through self-assessment and case studies.
9	Team Building Activities	Engage in group tasks to understand team dynamics, cooperation, and effective leadership.
10	Emotional Self-Regulation & Competence	Practice emotional intelligence exercises to improve self-awareness, control, and interpersonal relationships.

CO	Course Outcomes	CL
CO1	**Analyze** personal strengths, weaknesses, values, and time management skills to set and achieve SMART goals effectively.	4
CO2	**Demonstrate** effective communication and interpersonal skills including verbal/non-verbal communication, active listening, and empathy to manage conflicts.	3
CO3	**Evaluate** different leadership styles and apply emotional intelligence competencies to build and lead teams successfully.	5

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Department of Basic Sciences and Humanities

Program: B. Tech First Year (EE,ECE)

SEMESTER-I	Digital Wellness – BSH51X12				
Teaching Scheme		Examination Scheme (Th)		Examination Scheme (P)	
Theory (Th)	-	-	-	-	-
Practical (P)	-	-	-	-	-
Total Credits	-	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites:-

Course Objectives:-

1.	**To introduce** the concept of digital wellness and its importance in modern life.
2.	**To train** students in using digital tools responsibly and maintaining mental health in digital environments.
3.	**To develop** an understanding of effective communication in professional settings.
4.	**To develop** written and oral communication skills for business contexts.
5.	**To enable** students to present themselves professionally in online and offline environments.

Course Contents

Unit-I	**The Basics of Digital Wellness –** Introduction to Digital Wellness, Attention, Distraction, Principles and Practices from Yoga Philosophy, Techniques for developing Attention through Yoga, Difference between Stimulation and Relaxation, Attention Enhancers.
Unit-II	**Science of Addiction and De-addiction** – Habits and Addiction, Harnessing the Power of Neuroplasticity, Science and the Benefits of Physical Exercise.
Unit-III	**Digital Detox –** Techniques of Digital Detox, Seven-week Digital Wellness Plan, Digital Screens and Eye Health in Children.
Unit-IV	**Introduction to Business Communication** - Definition, types, and significance 7 C's of effective Communication, Barriers to communication and overcoming them, Verbal vs non-verbal Communication.
Unit-V	**Written and Oral Communication**- Email writing (professional emails), Report writing and Proposals, Business letters and memos, Resume and cover letter writing, Presentation skills, Public speaking and group discussions, Interviews (mock interviews), Meeting etiquettes.

Text Books:-

T1.	—Digital Wellness‖ publish Brahma Kumaris by Prajapita Vishwa Vidyalaya, Pandav Bhawan. Mount Abu, Rajasthan
T2.	—Business Communication‖ by Peter Hartley and Clive G. Bruckmann
T3.	—Business English for Success‖ by Scott McLean

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Useful Links:-	
1.	https://www.brahmakumaris.com/digital-wellness
2.	https://www.youtube.com/watch?v=8eLjttXORIs

Reference Books:-	
R1.	Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003.
R2.	Carnegie, Dale. The Quick and Easy Way to Effective Speaking. New York: Pocket Books, 1977.
R3.	Guffey, Mary Ellen. Essentials of Business Writing. Ohio: South Western College Pubg., 2000.

	List of Experiments	CO
1	Introduction to Digital Wellness: A Study on Attention and Distraction	CO1
2	Enhance the Attention through Yoga	CO1
3	Habits and Addiction – Harnessing the Power of Neuroplasticity	CO2
4	Challenge of Digital Detox	CO2
5	Comparison Between Digital Reading and Print Reading	CO3
6	Create a Personal Digital Wellness Plan	CO3
7	Explore and build the Foundations for Better Communication	CO4
8	Navigate from Barriers to Bridges	CO4
9	Mastering Business Writing Skills	CO5
10	Develop Professional Communication Competence	CO5

CO	Course Outcomes	CL	Class Sessions
CO1	Illustrate awareness of digital wellness principles and implement best practices	1	4
CO2	Compare professionalism and etiquettes in physical and virtual workspaces.	4	4
CO3	Summarize digital tools for productivity and effective professional communication	2	4
CO4	Understand key concepts of business and digital communication	1	4
CO5	Apply appropriate written and oral communication strategies in a business setting	3	4

				July, 2026	5.00	Applicable for AY 2026-27
Chairperson	Dean Academics	Vice Principal	Principal/Director (Administration)	Date of Release	Version	Onwards

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Program: B. Tech First Year Group-A&B

Semester-II | **Foreign Language-French (Level-2) BSH52Y01**

Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	2Hrs/week	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2(P)	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1.	To Analyse sentence pattern & correct usage of verbs or articles.
2.	To create basic written and spoken content.
3.	To Identify and use industry and work-related expressions relevant to professional contexts.

Course Contents

Unit I	**Grammar II:** Reflexive verbs, Irregular verbs: être, avoir, aller, faire, Prepositions of place and time, Past tense: passé composé (introductory).
	Activity :. 1. **Verb Wheel Game:** **Students spin a paper wheel with verbs (être, avoir, aller, faire) and subject pronouns. They say or write the correct conjugated form.** 2. **Picture Preposition Match:** **Show a picture (e.g., a cat under a table). Students describe it using correct prepositions (e.g., Le chat est sous la table.)**
Unit II	**In the City and on Campus:** Giving and asking for directions, Places in a town and campus vocabulary, Making appointments, Describing locations (il y a / c'est).
	Activity: 1. **Direction Pair Activity:** **Using a simple campus or city map, one student asks for directions, the other gives them using phrases like tournez à droite, allez tout droit.** 2. **Place Vocabulary Flashcards:** **Students match place names in French (la bibliothèque, la cafétéria) with pictures or English words.**
	Travel and Transport: Public transportation, Booking tickets, Asking for information, Vocabulary related to maps, metros, stations.

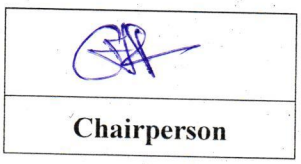
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Unit III	**Activity:** 1. **Ticket Booking Role-Play: One student plays a ticket agent, the other a traveler. They act out booking a bus or train ticket using set phrases.** 2. **Transport Word Match: Students match transport-related French words (*la gare, le billet, le métro*) with pictures.**
Unit IV	**Technical and Professional Context:** Introduction to technical vocabulary (engineering tools, computers, machines), Describing processes simply (e.g., how a motor works), French terms used in science and engineering, Writing a basic CV in French.
	Activity:- 1. **Label the Tools: Give pictures of tools or machines. Students label them with the correct French words (*le tournevis, l'ordinateur*).** 2. **Simple Process Writing: Students write 3–4 simple steps in French describing how a fan or light bulb works using phrases like *d'abord, ensuite, enfin.***
Unit V	**Communication Skills:** Writing emails and formal letters, Telephone conversations, Role-plays: at the hotel, at a restaurant, at the reception, Understanding simple announcements and notices.
	Activity:- 1. **Formal Email Writing: Provide a template and scenario (e.g., applying for an internship). Students fill in their details using formal phrases.** 2. **Role-Play at a Restaurant: Students act out ordering food in a restaurant using simple phrases like *Je voudrais un sandwich, s'il vous plaît.***
Text Books	
T.1	**Le Nouveau Taxi! 2 – Méthode de Français:** Guy Capelle & Robert Menand, Hachette
T.2	**Practice Makes Perfect: Complete French Grammar:** Annie Heminway, McGraw-Hill
T.3	**Easy French Step-by-Step:** Myrna Bell Rochester, McGraw-Hill
Reference Books	
R.1	Grammaire Progressive du Français – Niveau Intermédiaire, Maïa Grégoire, CLE International
R.2	Easy French Reader, R. de Roussy de Sales, McGraw-Hill
R.3	French Grammar Drills, Eliane Kurbegov, McGraw-Hill
R.4	French for Engineers and Scientists, David Kranz & Jean-Claude Corbeil, University Press
Useful Links	
L.1	**Lawless French – A2 Level Lessons**: https://www.lawlessfrench.com/tag/a2/
L.2	**Français Facile – A2 Grammar Exercises**: https://www.francaisfacile.com/
L.3	**Français Authentique – Listening Practice**: https://www.francaisauthentique.com/
L.4	**Open Classrooms – French A2 Course**: https://openclassrooms.com/en/courses/learn-french-a2

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LIST OF EXPERIMENTS (Foreign Language-French(Level-1) BSH41X08)		
1	To use prepositions and direction phrases through map-based interactions.	CO1
2	To practice travel vocabulary and polite conversation in real-life scenarios.	CO1
3	To draft a formal email such as an internship request or event inquiry.	CO1
4	To explain the parts and use of a simple technical object (e.g., a fan or calculator) using appropriate vocabulary.	CO2
5	To identify and name common engineering tools or machines in French.	CO2
6	To create a basic résumé in French with sections for education, skills, and interests.	CO2
7	To write and present one's daily routine using reflexive verbs in the present tense.	CO3
8	To perform a dialogue-based activity using common hospitality phrases and etiquette.	CO3
9	To understand announcements (transport, events, or campus life) from pre-recorded audio.	CO3
10	To describe one's future profession using technical vocabulary and proper sentence construction.	CO3

CO	Course Outcomes
CO1	Understand and respond to spoken French in familiar and routine contexts such as directions, travel, and schedules.
CO2	Engage in basic conversations using appropriate expressions in daily and semi-professional scenarios (e.g., hotel, email, ticket booking).
CO3	Read and interpret short, simple texts and messages relevant to engineering or technical environments.



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Program: B. Tech First Year

Semester-II	Foreign language German (Level -2) (BSH52Y02)				
Teaching Scheme		Examination Scheme(Th)		Examination Scheme(P)	
Theory (Th)	2Hrs/week	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2(P)	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1. To explain A1 grammar structures.
2. To use simple German to respond in everyday situations.
3. To demonstrate basic speaking, reading, writing and listening skills in German.

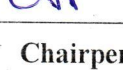
Course Contents

Unit I	**Everyday German Vocabulary:** Foods and drinks, meals, body parts and illness, clothing, groceries and shopping, household vocabulary, transportation, directions. **Activities:** 1. Vocabulary matching activities 2. Picture identification 3. Shopping list activity. 4. Direction giving activity.
Unit II	**Advanced Grammar :** Modal verbs, separable verbs, advanced prepositions, adjectives, opposites, daily routine, connectors, demonstrative and interrogative articles. **Activities:** 1. Sentence formation exercise. 2. Preposition activity. 3. Adjective matching activity.
Unit III	**Comunication in past tense:** Present perfect tense, past participle, simple past, time expressions, describing a past events, email and invitations, reading text and short dialogues, ordinal numbers. **Activities:** 1. Email writing. 2. Dialogue role play. 3. Listening activity.

Text Books	
T.1	Netzwerk A1: Deutsch als Fremdsprache – Kurs- und Arbeitsbuch mit 1 Audio-CDs
T.2	Technisches Deutsch: Lehr- und Arbeitsbuch für technische Studiengänge und Berufe
T.3	Berliner Platz 1 NEU: Deutsch im Alltag – Kurs- und Arbeitsbuch mit CD zum Einlegen A1
Reference Books	
R.1	fürs Goethe-Zertifikat A1: Deutschprüfung für Erwachsene – Übungs- und Testbuch mit CD
R.2	sprache Technik: Deutsch für das technische Berufsfeld – Wortschatz und Übungen
R.3	Menschen im Beruf – Bewerbungstraining A1: Deutsch für den Beruf
Useful Links	
1	NPTEL German A1 Grammar – Lecture 1 (IIT Madras)
2	Goethe-Institut – Technical German Vocabulary
3	DW Learn German – A1 Workplace and Job

Sheet No.	List of Experiments	
1	List German vocabulary related to food, drinks, clothing and transportation.	CO1
2	Match German words with English meaning or pictures.	CO1
3	Identify modal verbs, prepositions and connectors in given sentences.	CO1
4	Organize jumbled sentences into a meaningful dialogue.	CO2
5	Describe a daily routine using appropriate German vocabulary and time expressions.	CO2
6	Translate and explain simple German sentences in English.	CO2
7	Use modal verbs to create sentences.	CO3
8	Compose an email inviting your friend to your birthday party.	CO3
9	Demonstrate a shopping conversation through role play.	CO3
10	Use connectors to form meaningful sentences.	CO3

CO	Course Outcomes	CL	Lab Sessions
CO1	**Construct** grammatically correct sentences using verb conjugation, modal verbs, and conjunctions in real-life and technical contexts.	2	4
CO2	**Interpret** and compose technical information and instructions using domain-specific German vocabulary and passive voice.	3	4
CO3	**Demonstrate** the ability to communicate effectively in academic and professional scenarios through emails, CVs, and interviews in German.	3	4



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Department of Basic Sciences and Humanities

Program: B. Tech First Year				Course Code: BSH51Y03	
Semester-II	Foreign Language –Japanese (BSH52Y03)				
Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	2Hrs/week	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2(P)	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1	Memorize the vocabulary, grammar patterns from Lessons 11-15 of *Minna no Nihongo* book, and Kanji characters 51-60 from *Nihongo Challenge* book.
2	Explain the vocabulary meanings, grammar rules introduced in Lessons 16-20 of *Minna no Nihongo* book and Kanji characters 61–75 introduced in *Nihongo Challenge* book.
3	Use Kanji characters 76–100 form *Nihongo Challenge* book and video hints to interpret spoken sentences in YouTube videos.

Unit I	**Grammar Foundations & Communication** - Lesson 11 to Lesson 15 (Minna no Nihongo) Vocab, Grammar, More Kanji (51-60)
	• Activity 1: Prepare conversation using vocab and grammar for lessons 11 to 15. • Activity 2: Identify Kanji using flash cards.
Unit II	**Grammar Foundations & Communication** - Lesson 16 to Lesson 20 (Minna no Nihongo) Vocab, Grammar, More Kanji (61-75)
	• Activity 1: Prepare conversation using vocab and grammar for lessons 16 to 20. • Activity 2: Identify Kanji using flash cards.
Unit III	**Introduction to Listening Practice** Listening practice using YouTube videos (https://www.youtube.com/watch?v=ewHktqEnxTQ&list=PLkGU7DnOLgRMI-h4NxxrGbK-UdZHIXzKQ) • More Kanji (76-100)
	• Activity 1: Listening session using smart board. • Activity 2: Match Kanji cards to make meaningful words.

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Sr. No.	Useful Links
1.	https://www3.nhk.or.jp/nhkworld/lesson/en/
2.	https://japanesetest4you.com/

Sr. No.	Text Book
1.	Minna No Nihongo for Vocab and Grammar
2.	Nihongo Challenge for Kanji

Sr. No.	Reference Book
1.	Soumatome for Vocab and Grammar
2.	Soumatome for Kanji

Sr. No.	List of Experiment	CO
1.	List the key vocabulary words and grammar rules found in Lessons 11 to 15 of *Minna no Nihongo* during a timed recall drill.	CO1
2.	Identify the correct meanings and stroke orders for Kanji characters 51 to 60 from a flashcard set.	CO1
3.	Match the audio vocabulary clips from Lessons 11 to 15 with their correct English meanings.	CO1
4.	Explain the grammatical rules and vocabulary meanings introduced in Lessons 16 to 20 of *Minna no Nihongo* to a classmate.	CO2
5.	Classify Kanji characters 61 to 75 into groups based on their radicals or common meanings.	CO2
6.	Paraphrase the main ideas of short dialogue sentences from Lessons 16 to 20 into simple English.	CO2
7.	Implement video hints and audio cues to decode the core messages in conversational Japanese YouTube clips.	CO3
8.	Solve a Japanese word puzzle by inserting the correct Kanji characters from numbers 76 to 100.	CO3

CO	Course Outcomes
CO1	Recall basic Japanese vocabulary, grammar rules from Lessons 11–15 of *Minna no Nihongo* book, and the meanings and strokes and jukugo of Kanji numbers 51–60 from *Nihongo Challenge* book.
CO2	Explain the grammatical structures, vocabulary meanings introduced in Lessons 16-20 of *Minna no Nihongo* book and meaning of kanji and jukugo of kanji numbers 61–75 from *Nihongo Challenge* book.
CO3	Apply knowledge of Kanji characters 76–100 from *Nihongo Challenge* book and use visual and spoken context clues of Japanese language by YouTube videos.

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Program: B. Tech First Year				Course Code:	
Semester-I	Competitive Exams (BSH51Y04)				
Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	2Hrs/week	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2(P)	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1	Develop quantitative aptitude skills by strengthening concepts in arithmetic mathematics and logical reasoning required for competitive examinations.
2	Build a strong foundation in General Science, Indian Polity & Constitution, Indian History, and Geography to enhance general awareness and analytical understanding.
3	Prepare learners to solve objective-type competitive examination questions with speed, accuracy, and effective problem-solving strategies through regular practice and mock tests.

Unit I	**Arithmetic Mathematics:** **Number System:** Divisibility rules, unit digits, LCM & HCF, remainders, fractions, and surds & indices. **Percentages & Profit, Loss & Discount:** Percentage changes, successive discounts, marked price, profit/loss calculations. **Ratio, Proportion & Partnership:** Age-based problems, mixtures & alligations, and business investments. **Time, Speed & Distance:** Problems on trains, boats & streams, and relative speed. **Time & Work:** Work & wages, efficiency, and pipes & cisterns. **Interest:** Simple and Compound interest calculations, installment formulas, and SI vs. CI differences. **Averages & Mixtures:** Weighted averages and alligation rules.
Unit II	**Verbal Reasoning:** **Coding-Decoding:** Letter shifting, number coding, and substitution coding. **Alphabet & Word Test:** Jumbled words, dictionary-based arrangement, and letter series. **Series & Classification:** Number series, alphabetical series, and finding the odd one out. **Blood Relations:** Family tree problems and coded relation puzzles. **Direction Sense:** Finding distance and movement using cardinal directions. **Order & Ranking:** Position placement and comparison-based questions (e.g., tallest/shortest). **Seating Arrangement & Puzzles:** Circular, linear, and square seating arrangements; floor and scheduling puzzles. **Syllogism:** Determining conclusions using Venn diagrams or logical rules. **Logical Reasoning:** Cause and effect, course of action, and evaluating statements and assumptions/conclusions.

Unit III	**1) General Science:** **Physics:** Motion, gravitation, work/energy, light, sound, electricity, and basic astronomy. **Chemistry:** Matter, atomic structure, acids/bases/salts, metals/non-metals, and carbon compounds. **Biology:** Cell biology, human body systems, genetics, plant physiology, and nutrition/diseases. **2) Indian Polity & Constitution:** **Constitutional Framework:** Historical background, making of the Constitution, Preamble, and Articles. **Fundamental Rights & Duties:** Directive Principles of State Policy (DPSP). **Government Structure:** President, Prime Minister, Parliament (Lok Sabha/Rajya Sabha), Supreme Court, and Governor. **Constitutional Bodies:** Election Commission, UPSC, CAG, and Finance Commission **3) Indian History:** **Ancient India:** Indus Valley Civilization, Vedic period, Jainism, Buddhism, Mauryan and Gupta Empires. **Medieval India:** Delhi Sultanate, Mughal Empire, Vijayanagara Empire, and Bhakti/Sufi movements. **4) Geography** **Physical Geography:** Earth's structure, latitudes/longitudes, atmosphere, oceans, and winds. **Indian Geography:** Physical features (mountains, plateaus, plains), river systems, climate, soil types, and natural vegetation.

Sr. No.	Text Book
1.	Quantitative Aptitude for Competitive Examinations - R.S. Aggarwal
2.	A Modern Approach to Verbal & Non-Verbal Reasoning - R.S. Aggarwal
3.	Lucent's General Knowledge - Lucent Publications

Sr. No.	Reference Book
1.	Fast Track Objective Arithmetic - Rajesh Verma
2.	Analytical Reasoning - M.K. Pandey
3.	Arihant General Knowledge

CO	Course Outcomes
CO1	Apply arithmetic and logical reasoning concepts to solve quantitative aptitude, verbal reasoning, and analytical problems accurately within a specified time.
CO2	Demonstrate knowledge of General Science, Indian Polity & Constitution, Indian History, and Geography to answer objective questions related to national-level and state-level competitive examinations.
CO3	Analyze and solve multi-disciplinary competitive examination questions by integrating quantitative aptitude, reasoning, and general awareness skills, thereby improving problem-solving ability, decision-making, and exam readiness.

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Program: B. Tech First Year Group-A&B

Semester-II	Interactive English (Level-2) (BSH52Y05)				
Teaching Scheme		Examination Scheme(Th)		Examination Scheme(P)	
Theory (Th)	2Hrs/week	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2(P)	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites:

Course Objectives:

1	**To Develop** reading and listening skills for academic and professional communication.
2	**To Improve** sentence formation, vocabulary, and grammar for effective writing.
3	**To Enhance** speaking and presentation skills through structured speech activities.

Course Contents

Unit-I	**Writing and Reading Skills :** Reading Skills Development Listening: Announcements, instructions, conversations ,Comprehension and Analysis ,Listening for gist and details, Writing Sentences and Paragraphs ,Formal and Informal Writing. **Activity :** **1. Speed Reading with Purpose – Students read a short article in 3 minutes and answer specific questions (gist, keywords, opinion).** **2. Paragraph Puzzle – Jumbled sentences of a paragraph are given; students rearrange them in logical order.** **3. Email Writing Task – Write an email requesting leave or information, following proper structure and tone.**
Unit-II	**Presentation and Speaking Skills:** Basics of Speaking Skills Modal verbs: can, must, should, have to, Verbal and Non-verbal Communication , Group Discussions and Extempore ,Public Speaking and Presentations ,Speaking in Formal Situations. **Activity :** **1. Self-Introduction Practice – Students prepare and deliver a 2-minute intro speech focusing on fluency and grammar.** **2. Mirror Practice – Students practice speaking in front of a mirror to evaluate their expressions and gestures.** **3. 5-Minute Presentation – Students prepare a short presentation using slides on a familiar topic.**
Unit-III	**Group Discussion Skills:** Introduction to Group Discussion , Key Skills in GD,Roles in a Group Discussion ,GD Preparation and Strategy, Practice GDs and Feedback. **Activity :** **1. *Watch and Reflect* – Students watch a video of a model GD and list key observations (tone, behavior, structure).** **2. *Role-Swap Listening Drill* – Students repeat another student's point in their own words to show active listening.** **3. *Mock GD with Role Cards* – Assign roles (initiator, challenger, moderator, etc.) and conduct a GD session.**

Text Books	
1	*Functional English* **Author:** Dr. R. P. Bhatnagar & R. T. Bell **Publisher:** Macmillan India
2	*English for Engineers and Technologists* **Author:** Orient Blackswan (Anna University Compilation) **Publisher:** Orient Blackswan
Reference Books	
1	English for Engineers and Technologists **Authors:** Sudarshana, N.P. and Savitha, C.N. **Publisher:** Cambridge University Press
2	***English for Effective Communication*** Authors: **Krishnaswamy N. & Sriraman T. Publisher:** Macmillan Publishers
Useful Links	
1	https://www.cambridgeenglish.org/learning-english
2	https://www.bbc.co.uk/learningenglish

List of Experiment		
1	Paragraph Writing Practice	CO1
2	Reading Comprehension Drill	CO1
3	Formal Email/Application Writing	CO2
4	Self-Introduction Speech	CO2
5	Speaking Practice Using Modal Verbs	CO3
6	Slide-Based PowerPoint Presentation	CO3
7	Mirror Practice for Body Language and Voice Modulation	CO4
8	Group Discussion on Social Issue	CO4
9	Abstract Topic Group Discussion	CO5
10	Intercollegiate Debate Competition	CO5

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Program: B. Tech First Year Group-A&B

Semester-II | **Indian Traditional Cuisine: BSH52Y06**

Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	2Hrs/week	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2(P)	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1.	To understand traditional Indian culinary techniques, regional cuisines.
2.	Explain the culinary and nutritional roles of Indian ingredients.
3.	To create a regional cuisine food item.

Course Contents

Unit I	Introduction to Indian Cuisine: History and evolution of Indian food, Role of religion, geography, and culture in food habits, Overview of regional cuisines: North, South, East, West, Northeast
	ACTIVITY: 1) Divide students into 5 groups. Assign each group a historical period: • Ancient India • Medieval India • Colonial Period (Portuguese, British, French) • Post-Independence India • Modern/Contemporary Cuisine
Unit II	**Indian Spices & Ingredients:** Classification of Indian spices, Spice blends (masalas): Garam masala, Panch phoron, Goda masala, etc. Herbs and condiments, Pulses, lentils, grains, and flours, Oils and ghee: their role and types, Cooking Techniques-Slow cooking vs pressure cooking, Fermentation and preservation techniques.
	ACTIVITY: 1) Arrange spice and herb samples at workstations. **2)** Comparative Discussion on Health/nutrition elements.
Unit III	Regional Cuisines: Gujarati cuisine: Dhokla, Undhiyu, Thepla, Maharashtrian cuisine: Puran Poli, Misal Pav, Punjabi cuisine: Chole, Paratha, Rice dishes: Biryani (Hyderabadi, Awadhi), Pulao, Khichdi, Pongal.
	ACTIVITY: 1) **Group projects (e.g., regional food showcase)**

Text Books

T.1	Physical Fitness and Wellness by Wener W.K. Hoeger and Sharon A. Hoeger
T.2	Team Sports and Games by Jay Coakley
T.3	Badminton: Steps to Success by Tony Grice

Reference Books

R.1	Essentials of Physical Education by H. Chalak
R.2	Principles and Methods of Physical Education and Sports by R. K. Sharma
R.3	Sports Skills and Techniques by R. P. Agrawal

Useful Links

1	https://onlinecourses.nptel.ac.in/noc24_hs86/preview
2	https://onlinecourses.nptel.ac.in/noc25_hs106/preview
3	https://onlinecourses.nptel.ac.in/noc24_hs83/preview

	List of Experiment	CO
1	**List** key dishes, staple ingredients, and cooking techniques unique to each Indian region (North, South, East, West, Northeast).	CO1
2	Create a traditional spice blend.	CO1
3	Explore authentic cooking methods and ingredients per region.	CO1
4	1. Provide samples of grains, flours, and lentils. 2. Students document: o Physical appearance o Cooking methods o Regional use (e.g., bajra in Rajasthan, rice in Tamil Nadu) o Nutritional importance	CO2
5	**Cooking Technique Demonstration-** • **Slow cooking (open pot on flame)** • **Pressure cooking**	CO2
6	1. **Demonstration or Home Assignment**: o Start a basic **idli/dosa batter fermentation** (record time, smell, rise) o OR prepare **traditional pickle** (salt, oil, sun-drying) 2.**Documentation**: o Time required o Signs of fermentation (bubbles, aroma) o Preservation technique used	CO3
7	Compare flavor and texture outcomes of different techniques.	CO3
8	To prepare dishes from Gujarati/ Maharashtrian/Punjabi and rice-based cuisines.	CO3
9	**Ingredient Study – Pulses, Grains & Flours** 1. Provide samples of grains, flours, and lentils. 2. Students document: o Physical appearance o Cooking methods o Regional use (e.g., bajra in Rajasthan, rice in Tamil Nadu) 3. Nutritional importance	CO5
10	Explore aesthetic and cultural thali presentation.	CO5

CO	Course Outcomes	CL	Lab Sessions
CO1	**Understand** how historical, religious, cultural, and geographical factors shaped Indian cuisine.	2	4
CO2	**Identify** and classify Indian spices, herbs, pulses, and grains.	2	4
CO3	**Demonstrate** basic cooking techniques used in Indian cuisine.	2	4

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Department of Basic Sciences and Humanities

Program: B. Tech First Year Group-A&B

Semester-II EBCD (Every Body Can Dance): BSH52Y07

Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	2Hrs/week	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2(P)	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

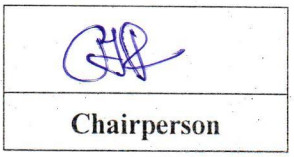
1. Demonstrate correct posture, balance, and flexibility in movement.
2. Understand basic rhythm and footwork
3. Demonstrate the dancing skills.

Course Contents

Unit I	**Introduction to Dance & Body Awareness**: History, forms, and purpose, understanding your body: posture, balance, flexibility, Rhythm, Beats & Basic Footwork **Expression Through Movement**-Facial expressions and emotion in dance, using hands, eyes, and body to tell stories, Connection between music and feeling.
	Activity: Write a short note on your favorite dance form and its cultural significance.
Unit II	**Styles of Dance** - Folk Dance (Garba, Bhangra, Lavani) , Bollywood Basics (fun, expressive), Contemporary/Free Style (fluid, creative), Hip-Hop Basics (grooves, body isolations), Popping & Locking Salsa, Zumba (dance fitness), Cha-cha-cha.
	Activity: **1. Each student selects one style they connected with the most and creates:** **2. A short solo (30–60 seconds) performance.** **3. A 1-page reflection on how that style impacts body, mind, and emotion.**
Unit III	**Choreography and Stage Presentation:** Principles of Choreography, Stagecraft and Costume Design, Group Dance Coordination, Preparing for Live Performances.

	List of Experiment	CO
1	Body Awareness & Fundamentals	CO1
2	Basic Footwork Drill	CO1
3	Introduction to Indian Folk Dance – Garba	CO1
4	Prepare Contemporary & Free Style Movement	CO2
5	Exploring Energy in Bhangra.	CO2
6	Dance Styles Exploration Each week focuses on 2 styles (introduce steps, practice, small combos): Folk , Bollywood, Hip-Hop, Contemporary/Freestyle, Salsa/Cha-cha/Zumba	CO2
7	Creating a Short Dance Sequence	CO3
8	Live Group Performance Evaluation	CO3
9	Choreography & Stage Presentation	CO3
10	Performance & Assessment	CO3

CO	Course Outcomes	CL	Lab Sessions
CO1	**Understand** how historical, religious, cultural, and geographical factors shaped Indian cuisine.	2	4
CO2	**Identify** and classify Indian spices, herbs, pulses, and grains.	2	4
CO3	**Demonstrate** foundational steps in different dance styles	2	4



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Department of Basic Sciences and Humanities

Program: B. Tech First Year Group-A&B

Semester-I | **Fundamental of Music 1I: BSH51Y08**

Teaching Scheme		Examination Scheme(Th)		Examination Scheme(P)	
Theory (Th)	2Hrs/week	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2(P)	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre- Requisites: NA

Course Objectives:

1	Understanding basic principles of theatre & music.
2	To develop students confidence, body language and communication skills through stage performance.
3	Develop vocal techniques through structured voice training.
4	Enhance confidence, teamwork, and creative expression through music.
5	Demonstrate acting , performance and singing skills.

Unit I	**Module1: Introduction to Theater.** Definition, origin and history of theater (Indian and Western traditions) Type of theater : classical, modern, street theater, improvisational Elements of drama : plot, character, dialogue, theme, spectacle
	Activity : Pre-Production Activities (Planning & Preparation) **Activity :** Rehearsal Activities (Developing the Performance) **Outcomes:** A short, collaborative scene (3-5 minutes) performed by small groups, showcasing fundamental theatrical elements learned in the module.
Unit II	**Module2: Acting and Performance Skills.** Voice modulation and projection Body language and expressions Improvisation techniques Role – playing and character development
	Activity: Skill Developed: Release of tension, breath control, vocal resonance, clear articulation, body awareness. **Activity: "Weather Report":** Improvise a scene reacting to different extreme weather conditions (e.g., scorching heat, freezing wind, sudden downpour), showing physical and emotional responses. **Outcomes:** Each student (or pair/small group) presents a **"Character Vignette"** – a short (1-3 minute) piece that showcases a distinct character and a clear dramatic moment.

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Unit III	**UNIT 3: Fundamentals of Music** • Introduction to music and its importance • Indian and Western notation systems • Indian and Western notation systems • Scales: major, minor, pentatonic, modal • Overview of swaras, ragas, and rhythm cycles (taals)

	Activity: "Instrument Guessing Game": Listen to short excerpts of different instruments (e.g., piano, flute, trumpet, guitar, drum) playing the same note or a simple melody. Identify which instrument is playing based on its unique sound. **Activity:** Listen to various songs and clap steadily to the main beat. Try to keep a consistent pace. **Outcomes:** Small groups (3-4 people) create and perform a short (30-60 second) rhythmic piece using only body percussion or simple classroom instruments (e.g., shakers, clappers). They must demonstrate a clear beat and a repeated rhythmic pattern.
Unit IV	**UNIT 4 : Voice Culture and Vocal Training** • Breathing techniques and posture • Vocal warm-ups and range-building exercises • Diction, modulation, tone, and expression • Resonance, vocal registers, and projection • Care and maintenance of the voice
	Activity: Hum gently on a comfortable pitch, feeling vibrations in your face (nose, lips). Then, yawn deeply and follow it with a gentle sigh or hum on the exhale. **Activity:** Diaphragmatic breathing, sustained breath support, even breath release, lung capacity. **Outcomes:** Focus Areas for Assessment/Demonstration
UnitV	**UNIT 5: Indian Music Traditions** • Overview of Hindustani and Carnatic classical music • Basic ragas and taals • Folk and devotional forms (e.g., bhajan, sufi, lavani) • Role of music in Indian culture and festivals • Traditional instruments (tanpura, tabla, mridangam)
	Activity: "Sa-Re-Ga-Ma" Chanting: Learn to sing the seven basic notes (Swaras: Sa, Re, Ga, Ma, Pa, Dha, Ni, Sa) of the Indian scale. Use a Tanpura drone (available as apps or online) as a reference point for "Sa." Practice ascending (*Aaroh*) and descending (*Avroh*) the scale slowly, focusing on stable pitch. **Activity:** Learn simple *Taalas* like *Dadra* (6 beats) or *Keherwa* (8 beats). The instructor or a recording will demonstrate the *Taali* (claps) and *Khali* (wave of the hand, indicating an empty beat) for each *Taala*. Participants practice clapping and waving along consistently. **Outcomes:** Small groups (2-3 students) demonstrate their understanding by performing:
Text Books	
1	Music Theory Through Musical Theatre
2	Acting Techniques: An Introduction for Aspiring Actors
3	Sangitmay Chinmay

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Reference Books	
1	Music Theory through Musical Theatre: Putting It Together **John Franceschina (Author)**
2	On the Technique of Acting **Michael Chekhov (Author**
3	BANSURI VADAN Dr. R.K Shri Nivasan

UsefulLinks	
1	https://en.wikipedia.org/wiki/Theatre_of_India
2	https://disco.teak.fi/asia/bharata-and-his-natyashastra/
3	https://www.carnaticstudent.org/voice-culture-and-singing/
4	https://www.schoolofrock.com/resources/vocals/9-best-vocal-warm-ups-for-singers
5	https://artiumacademy.com/blogs/what-are-the-fundamentals-of-carnatic-classical-music/

	List of Experiment	CO
1	Collaborative Scene Creation	CO1
2	Instant Play" Challenge	CO1
3	Acting and Performance Skills: The "Character Transformation" Experiment	CO2
4	P Acting and Performance Skills: The "Objective-Driven Scene" Experiment	CO2
5	Fundamentals of Music: The "Building Blocks" Experiment	CO3
6	Fundamentals of Music: The "Sound Sculptors" Experiment	CO3
7	Voice Culture & Vocal Training: The "Resonance & Expression" Experiment	CO4
8	Voice Culture & Vocal Training: The "Power of the Hum & Sigh" Experiment	CO4
9	Indian Music Traditions: The "Raga & Tala Story" Experiment	CO5
10	Indian Music Traditions: The "Melody Mood & Rhythm Pulse" Experiment	CO5

CO	Course Outcomes
CO1	Identify character objectives, obstacles, and basic dramatic structure in a given scene.
CO2	Understand and apply concepts such as objective, obstacle, action, and motivation in character portrayal.
CO3	Identify when a melody moves up, down, or stays the same, and hum/sing simple melodic phrases.
CO4	Identify the key components involved in voice production and their functions.
CO5	Identify the distinct melodic characteristics and emotional qualities (*rasas*) of a few introductory *Ragas*.

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Program: B. Tech First Year Group-A&B

Semester-II	Sports (Outdoor & Indoor): BSH52Y09				
Teaching Scheme		Examination Scheme(Th)		Examination Scheme(P)	
Theory (Th)	2Hrs/week	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2(P)	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1.	To understand the basic principles of fitness and the foundational skills required for various sports.
2.	To develop teamwork and strategic thinking through participation in team-based outdoor sports.
3.	To build proficiency in individual sports by focusing on technical skills, strategy, and mental focus.

Course Contents

Unit I	**Fundamentals of Sports and Fitness:** Introduction to sports and physical activity for holistic development, Warm-up and cool-down techniques and their importance, Basic fitness components: Strength, endurance, flexibility, and coordination, Rules and fundamentals of selected sports (e.g., Football, Badminton).
	Activities: 1. Conduct a self-assessment of fitness levels by performing activities like push-ups, sit-ups, and a timed 100-meter sprint. Record progress weekly. **2.** Participate in a quiz or group discussion on the basic rules and strategies of selected sports, such as Football or Badminton.
Unit II	**Team Sports and Outdoor Activities:** Skill development for team-based outdoor sports: Football, Cricket, and Basketball, Importance of teamwork, communication, and leadership in sports, Strategy and tactics for effective gameplay in team sports, Endurance and agility training for field sports.
	Activities: 1. Organize friendly practice matches in Football, Cricket, or Basketball to apply teamwork and strategy skills. **2.** Form groups to discuss and devise strategies for gameplay in team sports. Present and apply the strategies during matches.
Unit III	**Individual Sports and Indoor Activities:** Skill development for individual sports: Badminton, Table Tennis, and Chess, Enhancing focus, strategy, and self-discipline through individual sports, Indoor fitness routines: Core strength, flexibility, and balance, Importance of mindfulness and mental skills in individual sports.
	Activities: 1. Participate in chess practice or mental focus drills to enhance decision-making and strategic thinking. **2.** Complete a circuit workout indoors, including exercises like planks, squats, and resistance training to enhance core strength and balance.

Text Books

T.1	Physical Fitness and Wellness by Wener W.K. Hoeger and Sharon A. Hoeger
T.2	Team Sports and Games by Jay Coakley

T.3	Badminton: Steps to Success by Tony Grice
Reference Books	
R.1	Essentials of Physical Education by H. Chalak
R.2	Principles and Methods of Physical Education and Sports by R. K. Sharma
R.3	Sports Skills and Techniques by R. P. Agrawal
Useful Links	
1	https://onlinecourses.nptel.ac.in/noc24_hs86/preview
2	https://onlinecourses.nptel.ac.in/noc25_hs106/preview
3	https://onlinecourses.nptel.ac.in/noc24_hs83/preview

LIST OF EXPERIMENTS (Sports (Outdoor & Indoor): BSHY4104)		
1	To evaluate overall physical fitness by measuring strength, endurance, and flexibility.	CO1
2	To measure and improve the speed of response to visual or auditory stimuli.	CO1
3	To assess and enhance hand-eye coordination for better sports performance.	CO1
4	To measure and improve agility and quickness through timed movement drills.	CO2
5	To develop control, accuracy, and skill in dribbling and passing in team sports.	CO2
6	To improve precision and consistency in serving techniques in racket sports.	CO2
7	To build muscular strength and endurance using bodyweight exercises.	CO3
8	To enhance concentration, strategic thinking, and decision-making skills.	CO3
9	To improve speed, coordination, and teamwork in a competitive environment.	CO3
10	To assess and improve flexibility through regular yoga practice.	CO3

CO	Course Outcomes
CO1	Understand basic fitness principles and sports fundamentals.
CO2	Formulate teamwork and strategic skills in outdoor sports.
CO3	Develop technical skills and focus on individual sports.

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Program: B. Tech First Year Group-A (AIML/ CSE/ DS /IT)

Semester-I	MICROSOFT- WORD (LIBERAL)				
Teaching Scheme		Examination Scheme(Th)		Examination Scheme(P)	
Theory (Th)	2Hrs/week	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2(P)	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1.	**Create professional documents using MS Word.**
2.	**Analyze and manage data using MS Excel.**
3.	**Use Outlook for email and scheduling.** **Improve productivity using Microsoft Office tools.**

Course Contents

Unit I	**Introduction to MS Office:** MS Office is a productivity software suite developed by Microsoft that includes applications such as Word, Excel, PowerPoint, Outlook, and Access. It is widely used for creating documents, managing data, preparing presentations, and improving office productivity.
Unit II	**Microsoft Word:** Microsoft Word is a word processing application used to create, edit, format, and print professional documents such as letters, reports, resumes, and books. It provides features like text formatting, tables, images, page layout, headers, footers, and mail merge.
Unit III	**Microsoft Excel:** Microsoft Excel is a spreadsheet application used to organize, calculate, and analyze data using rows and columns. It offers formulas, functions, charts, sorting, filtering, pivot tables, and data visualization tools for efficient data management.

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Text Books	
T.1	**Introduction :**, Microsoft Office 2021 Step by Step
T.2	**Microsoft: 3**65 and Office 2021 All-in-One For Dummies
T.3	**MS Office :**2021 in Easy Steps
Reference Books	
R.1	Microsoft Office Official Documentation
R.2	Microsoft Office 365 Bible
R.3	Computer Fundamentals and Office Automation

LIST OF EXPERIMENTS		
1	Introduction to MS Office Study the MS Office interface, Ribbon, Quick Access Toolbar, and File menu.	
2	Creating and Formatting Documents (MS Word) Create a document and apply fonts, styles, alignment, bullets, numbering, and page formatting.	CO1
3	Working with Tables in MS Word Create, edit, format, merge, split, and sort data in tables.	CO1
4	Explain Inserting Objects in MS Word Insert pictures, shapes, icons, SmartArt, WordArt, text boxes, headers, footers, and page numbers.	CO2
5	Interpret Mail Merge Create a mail merge document for letters, envelopes, or labels using a data source	CO2
6	Apply Page Layout and Printing Set margins, orientation, page size, columns, page borders, and print documents.	CO3
7	Generate Excel Workbook Creation Create a workbook, enter data, format worksheets, and manage multiple sheets.	CO3
8	Formulas and Functions in Excel Use formulas and functions such as SUM, AVERAGE, MAX, MIN, COUNT, IF, and VLOOKUP/XLOOKUP.	CO3
9	Charts and Data AnalysiS Create column, bar, line, and pie charts. Apply sorting, filtering, conditional formatting, and PivotTables.	CO3
10	Implement PowerPoint Presentation Create a presentation using themes, layouts, text, images, SmartArt, charts, and multimedia	CO3

CO	Course Outcomes	CL	Class Sessions
CO1	Create, edit, format, and print professional documents using **Microsoft Word** and understand the basic features of Microsoft Office.	1	10
CO2	Organize, calculate, analyze, and visualize data using **Microsoft Excel** with formulas, functions, charts, and PivotTables.	2	10
CO3	Design professional presentations using **Microsoft PowerPoint** and use **Microsoft Access, Outlook, and OneDrive** for database management, communication, and collaboration.	3	10

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Program: B. Tech First Year Group-A&B

Semester-II	**Social Internship (BSH52Y11)**				
Teaching Scheme		**Examination Scheme (Th)**		**Examination Scheme(P)**	
Theory (Th)	2Hrs/week	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2(P)	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1.	To develop a sense of responsibility and empathy toward community welfare and social issues.
2.	To motivate students to contribute time, skills, and effort to NGOs, rural development programs.
3.	To align student efforts with national development goals like health, education, environment.

Course Contents

Unit I	**Introduction of Social Responsibility and community Collaboration:** Introduction, Types and Understanding of Social Responsibility. Understand community and diversity and introduction and types of social issues and its challenges to overcome.
	Activity: Draw the chart of Various Social issues in Daily life
Unit II	**Introduction of Social Organization and initiatives:** Introduction of Social Organization and its Types, Introduction of social program and scheme, role and responsibility of volunteers and intern. Essential Skil for social engagement, Social Organization collaboration and confirmation.
	Activity: Identification and planning for Internship with organization.
Unit III	**Practical Implementation & reflection of Social Internship:** Process and Observation of Internship, Report and Workbook writing on basis of routine activity and reflection of learning, submission of detail report on Social internship along with outcome.
	Activity: Submission of Detail Internship Report and its Outcome.

Text Books

T.1	Social Welfare Administration in India, Sachdeva D.R. Kitab Mahal 2nd Edition.
T.2	*Social Problems in India,* Ram Ahuja, Rawat Publications 3rd Edition.

Reference Books

R.1	Contemporary Social Problems in India, G.R. Madan, Allied Publishers
R.2	Fieldwork Training in Social Work, Sanjoy Roy, Rawat Publications

Useful Links

1	https://www.youtube.com/watch?v=Xz_TLJmatGc
2	https://www.youtube.com/watch?v=Xz_TLJmatGc

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List of Experiment		
1	To understand various social issues present in the community and develop awareness about their causes and impact	CO1
2	To familiarize students with different social organizations and understand their roles, functions, and initiatives for community welfare.	CO2
3	To enable students to plan a structured social internship by identifying tasks, responsibilities, and expected outcomes as a volunteer.	CO2
4	To develop essential interpersonal, communication, and teamwork skills required for effective participation in social activities.	CO3
5	To document internship-related activities, reflect on the learning experience, and prepare a comprehensive report based on observations and outcomes.	CO3

CO	Course Outcome	CL	Lab Sessions
CO1	**Understand** the concept of Social Responsibility and Community Collaboration.	2	4
CO2	**Implement** and document the Social Internship process.	3	4
CO3	**Apply** essential skills for social engagement and internship planning.	3	4



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Program: B. Tech First Year Group-A&B

Semester-II | Art, Craft & Poster (BSH52Y12)

Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	2Hrs/week	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2(P)	-	-	IA	50 Marks
		-	-	ESE	-
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1. To identify basic elements and types of art, craft, and poster design.
2. To learn tools, materials, and creative techniques used in art and craft.
3. To demonstrate learned skills in making creative posters and craft projects.

Course Contents

Unit I	**Introduction of Art, Craft & Visual Communication:** scope of Art, Craft, and Poster Design, Basic Elements of Art: Line, Shape, Color, Texture, Space, Form, Types of craft: Traditional, warli, modern, wooden, stone, and DIY.
	Activity: 1) **Draw the 6 basic elements of art** (line, shape, color, texture, space, form) in 6 small boxes. 2) **Draw** how art moved from handmade styles to creative DIY and modern ideas.
Unit II	**Materials, Methods & Areas of Application):** Tools: Brushes, pens, markers, scissors, adhesives, modeling tools. Media: Paper, cardboard, fabric, clay, recycled materials, digital media. Craft Techniques: Origami, collage, paper quilling, clay modeling. Poster Techniques: Hand-drawn, mixed media, digital tools (Canva/Figma basics).
	Activity: 1) **Use basic tools and media** (like paper, pens, scissors) to create a handmade greeting card. 2) **Try any one craft technique** (origami, collage, quilling, or clay modeling) to make a small creative object. 3) **Design a digital poster** on a social or tech topic using Canva or Figma basic tools.
Unit III	**Project Implementation & Exhibition:** Origami Pop-Up Card for College Fest – Design a creative foldable invitation card. Poster creation: Social awareness, technical fests, environmental campaigns. Craft Project: Eco-friendly model, technical decoration, wall art. Portfolio Development: Documentation of projects and process.

Text Books

T.1	Design Basics, David A. Lauer & Stephen Pentak, 8th Edition, Cengage Learning, 2012.
T.2	Engineering Design: A Systematic Approach, Gerhard Pahl & Wolfgang Beitz, 3rd Edition, Springer, 2007.

Reference Books

R.1	The Art of Innovation, Tom Kelley, 1st Edition, Currency Publishing, 2001.
R.2	Sketching: Drawing Techniques for Product Designers, Koos Eissen & Roselien Steur, 2nd Edition, BIS Publishers, 2011.

Useful Links

1	https://www.youtube.com/c/Craftastic
2	https://www.youtube.com/c/K4Craft

3	https://www.youtube.com/c/CraftsJunction
4	https://www.youtube.com/watch?v=2qAk9XfV8zE

LIST OF EXPERIMENTS (Art, Craft & Poster BSH42Y01)		
1	To understand the concept of primary, secondary, and tertiary colors through visual creation.	CO1
2	To explore the use of basic design elements like lines, shapes, and patterns in visual composition.	CO1
3	To learn paper folding techniques and develop fine motor skills through origami.	CO2
4	To create a handmade greeting card using collage technique and explore visual storytelling.	CO2
5	To develop basic skills in 3D modeling using clay and understand form and texture.	CO2
6	To design a theme-based poster that communicates a social message visually.	CO2
7	To understand and recreate traditional Indian folk art forms.	CO3
8	To create group craft installation (e.g., "Smart City" using cardboard) – Team project using 3D craft for exhibition.	CO3
9	To design a simple digital poster using canva and learn basic layout principles.	CO3
10	To Participant in an art, craft & poster competition /workshop.	CO3

CO	Course Outcome
CO1	**Understand and explain** the fundamental concepts, elements, and principles of art, craft, and poster design.
CO2	**Identify** appropriate tools, materials, and techniques and describe their application in various contexts.
CO3	**Apply** learned skills to create and present original art, craft, and poster projects with real-world relevance.

				July, 2026	5.00	Applicable for AY 2026-27
Chairperson	Dean Academics	Vice Principal	Principal/Director (Administration)	Date of Release	Version	Onwards