



## SCHEME AND SYLLABUS - B.E. COMPUTER ENGINEERING

### SYLLABI OF FOUNDATION ELECTIVES

| Course No. | Title of the Course | Course Structure | Pre-Requisite |
|------------|---------------------|------------------|---------------|
| FE001      | Sports-I            | OL-OT-4P         | None          |

**COURSE OUTCOMES (CO):**  
To evolve a higher education system that is suitability blended with provision for knowledge values and skill practice where every student learns in without sacrificing his/her creativity.

**COURSE CONTENT:**

**(Any Two out Of 4 Components)**

**A. INTRODUCTION TO PHYSICAL EDUCATION IN THE CONTEMPORARY CONTEXT (Any Two)**

1. Learn and demonstrate the technique of Suryanamaskar.
2. Develop Physical Fitness through Calisthenics / Aerobics / Circuit-Training / Weight-Training and demonstrate the chosen activity.
3. Select any one game available in the college and learn different techniques involved in its play

**B. CORE PHYSICAL EDUCATION:- FITNESS, WELLNESS AND NUTRITION (Any Two)**

1. Measurement of Fitness Components – Leg-raise for Minimal Strength (Muscular Strength); Sit-ups Muscular Endurance); Harvard Step Test, Run and Walk Test (Cardiovascular Endurance); Sit and Reach Test (Flexibility)
2. Measuring height, weight, waist circumference and hip circumference, Calculation of BMI (Body Mass Index) and Waist-Hip Ratio
3. Engage in at least one wellness programme and write a report on it.

**C. CORE PHYSICAL EDUCATION:- POSTURE, ATHLETIC CARE AND FIRST AID (Any Two)**

1. Demonstrate Stretching and Strengthening Exercises for Kyphosis, Scoliosis, Lordosis, Knock Knees, Bow Legs, Flat Foot, Back Pain and Neck Pain
2. Illustration and Demonstration of Active and Passive Exercises
3. Asanas with Therapeutic Value (Any five asanas): Karnapeedasana, Padmasana, Dhanurasana, Sarvagasana, Paschimottanasana, Chakrasana, Halasana, Matsyasana, Ardhamatsyendrasana, Usthrasana, Mayurasana, Shirshasana, Vajrasana.



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4. Practice P.R.I.C.E. in First Aid.

### D. SPORTS ADMINISTRATION & MANAGEMENT (Any Two)

1. Demonstration of Supervision activities in Sports Management.
2. Demonstration of skills of Management.
3. Demonstration of fixtures of various kinds in sports competitions.
4. Demonstration of technical and non-technical purchase procedure.

### SUGGESTED READINGS:

1. Graham, G., "Teaching Children Physical Education : Becoming a Master Teacher. Human Kinetics," Champaign, Illinois, USA.
2. Corbin, C. B., G. J. Welk, W. R Corbin, K. A. Welk, "Concepts of Physical Fitness: Active Lifestyle for Wellness," McGraw Hill, New York, USA.
3. Anspaugh, D.J., G. Ezell and K.N. Goodman, " Teaching Today Health," Mosby Publishers
4. Beotra, Alka, "Drug Education Handbook on Drug Abuse in Sports," Applied Nutrition Sciences, Mumbai.
5. Ammon,R., Southall , R.M. and Blair, D.A., "Sports Facility Management, "West Virginia, USA: Fitness Information Technology Publishers.

| Course No. | Title of the Course | Course Structure | Pre-Requisite |
|------------|---------------------|------------------|---------------|
| FE002      | Sports-II           | OL-OT-4P         | FE001         |

### COURSE OUTCOMES (CO):

To evolve a higher education system that is suitability blended with provision for knowledge values and skill practice where every student learns in without sacrificing his/her creativity.

### COURSE CONTENT:

#### (Any Two out Of 4 Components)

##### A. Sports for all (Any Two)

1. To participate in any intramural Tournaments (one team game and one Individual Game) of choice.
2. To participate/ attend at least 15 hours in Fitness training at Field or at Gymnasium.
3. Participate in at least one track and one field event on Annual Sports day.
4. To participate in Inter College Tournament

##### B. MEDIA AND CAREERS IN PHYSICAL EDUCATION (Any Two)

1. Organize an event / intramural / tournament in your college.
2. Prepare a News Report of an observed Sports competition.



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3. Create a presentation on any topic from Physical Education using an audio-visual aid.

4. Demonstrate Warming-up / Conditioning / Cooling-down exercises.

### C. MANAGEMENT OF AEROBICS & GROUP TRAINING (Any Two)

1. Measurement of Fitness Components – Leg-raise for Minimal Strength (Muscular Strength); Sit-ups (Muscular Endurance); Harvard Step Test or Run and Walk Test (Cardiovascular Endurance); Sit and Reach Test (Flexibility)
2. Measurement of Pulse Rate / Heart Rate at Radial Artery and Carotid Artery, Calculation of Target Heart Rate
3. Developing a 5-10 minute routine of aerobics with appropriate music for each component of health related physical fitness

### D. SPORTS INDUSTRY & MARKETING (Any Two)

1. Identify an issue or a trend in the sports industry:
  - o Players in professional or college sports
  - o Ownership
2. Marketing Plan: Environmental Factors and Product Plan Draft, Paper bibliography/works cited.
3. Sponsorship proposal
4. Developing a budget plan for an event
5. Athlete branding

### SUGGESTED READINGS:

1. Covey, S., `` 7 Habits of Highly Effective People, " Covey Publications, USA
2. Magill, R.A., `` Motor Learning and Control: Concepts and Applications," McGraw Hill Publication.
3. Masteralexis, L.P., C. Barr and M. Humms, ``Principles and Practices of Sport Management," Jones and Bartlett Publisher
4. Bishop, J.G., ``Fitness through Aerobics," Benjamin Cummings USA.
5. Brown K.M., `` Physical Activity and Health: An Interactive Approach," Jones and Bartlett Publisher
6. Cornwell. T.B, `` Sponsorship in marketing: Effective communications through sports, arts and events, " Routledge Publishers
7. DeGarris, L., ``Sports Marketing: A Practical Approach," Routledge Publishers, USA



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| Course No. | Title of the Course           | Course Structure | Pre-Requisite |
|------------|-------------------------------|------------------|---------------|
| FE003      | National Service Scheme (NSS) | OL-OT-4P         | None          |

**COURSE OUTCOMES (CO):**

1. Develop among them a sense of social and civic responsibility;
2. Utilize their knowledge in finding practical solution to individual and community problems;
3. Identify the needs and problems of the community and involve them in problem solving process;
4. Utilize their knowledge in finding practical solution to individual and community problems;
5. Develop capacity to meet emergencies and natural disasters

**COURSE CONTENT:**

**Unit-I Introduction to NSS:** Orientation and structure of NSS, History of Social Reforms in Modern India: Brahmo Samaj, Arya Samaj, Satya Shodhak Samaj: Principles and Functions

**Unit-II Regular activities:** Distribution of working hours- association between issues and programs- community project- urban rural activities, association- modes of activity evaluation

**Unit-III concept of society-** development of Indian society: Features- Division of labors and cast system in India; Features of Indian constitution; Provisions related to social integrity and development

**Unit - IV N.S.S. Regular Activities**

A) College campus activities  
B) N.S.S.activities in Urban and Rural areas  
C) Role of Non-Government Organisation (NGO) in social Reforms  
i) Red Cross  
ii) Rotary

**SUGGESTED READINGS:**

1. National Service Scheme Manual, Govt. of India
2. Training Programme on National Programme scheme, TISS.
3. Orientation Courses for N.S.S. programme officers, TISS.
4. Ram Ahuja, "Social Problems in India," Rawat Publication.
5. History of Social Reforms in Maharashtra, Ed. J. Y. Bhosale, S. U. Kolhapur.



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| Course No. | Title of the Course        | Course Structure | Pre-Requisite |
|------------|----------------------------|------------------|---------------|
| FE004      | National Cadet Corps (NCC) | OL-OT-4P         | None          |

**COURSE OUTCOMES (CO):**

1. Develop among them a sense of social and civic responsibility;
2. Utilize their knowledge in finding practical solution to individual and community problems;
3. Identify the needs and problems of the community and involve them in problem solving process;
4. Utilize their knowledge in finding practical solution to individual and community problems;
5. Develop capacity to meet emergencies and natural disasters;

**COURSE CONTENT:**

**UNIT I: Introduction to NCC**, National Integration & Awareness: Religions, Culture, Traditions and Customs of India, National Integration: Importance and Necessity, Freedom Struggle.

**UNIT II: Adventure Training**: – Obstacle course, Slithering, Trekking, Cycling, Rock Climbing, Para Sailing, gliding, Scuba Diving- methods and use.

**UNIT III: Environment Awareness and Conservation: Natural Resources** – Conservation and Management. Water Conservation and Rainwater Harvesting

**UNIT IV: Personality Development and Leadership**: Introduction to Personality Development, Factors Influencing /Shaping Personality: Physical, Social, Physiological, Philosophical and Psychological, Self Awareness Know yourself/ Insight, Change Your Mind Set, Communication Skills: Group Discussion / Lecturettes (Public Speaking), Leadership Traits, Types of Leadership

**SUGGESTED READINGS:**

1. Bhogle Anita & Bhogle Harsha, "The Winning way, Learning from sports for managers," Westland Publications
2. Sharma Robin, " The leader had no title, " Simon and Schuster Ltd.



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| Course No. | Title of the Course                      | Course Structure | Pre-Requisite |
|------------|--|------------------|---------------|
| FE005      | <b>Corporate social responsibilities</b> | <b>2L-0T-0P</b>  | <b>None</b>   |

**COURSE OUTCOMES (CO):**

1. The course will help students to understand corporate and emerging social responsibility for the corporate in reference to India and global situation
2. The course will support students to prepare themselves to work with corporate understanding collective aspiration of the society, individual and corporate social responsibility.

**COURSE CONTENT:**

**UNIT I:** Corporate social responsibility in Indian context and International: CSR – Definition, concepts, Approaches of CSR, overview of corporate social responsibility and corporate social accountability, SR Tools, National and International CSR activities, corporate philanthropy, drivers of CSR, difference between corporate governance, corporate philanthropy and CSR

**UNIT II:** Business ethics and corporate social responsibility: Concept of business ethics – meaning, Importance and factors influencing business ethics. Corporate Governance – meaning, significance, principles and dimensions. Ethical decision – making in different culture, consumer protection, environment protection, gender issues in multiculturalism, ethics and corruption, ethics and safety. Business benefits of CSR

**UNIT III:** Legislative measures of CSR: Corporate, labor, stake holders, Environmental and pollution. Social Accounting, Social Auditing, SA: 8000 and Corporate Social Reporting.

**SUGGESTED READINGS:**

1. Harsh Srivastava, "The business of social responsibility," books for change
2. CV. Baxi and Ajit Prasad, "Corporate social responsibility – concepts and cases," Excel Books
3. Dr. M. Mahmoudi, "Global strategic management," Deep & Deep Publications Pvt. Ltd.
4. S K. Bhatia, "International Human resource management – Global perspective," Deep & Deep Publications Pvt. Ltd.
5. J.P. Sharma, "Governace, Ethics and Social responsibility of business, " Ane books Ltd.
6. Kotler Philip and Lee Nancy, "Corporate social responsibility; doing the most good for your company," John Wiley
7. Simpson, Justine and Taylor, John R, "Corporate Governace Ethics and and



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CSR," Kogan Page Publishers

| Course No. | Title of the Course    | Course Structure | Pre-Requisite |
|------------|------------------------|------------------|---------------|
| FE006      | Environmental Sciences | 2L-0T-OP         | None          |

### COURSE OUTCOMES (CO):

1. Recognize major concepts in environmental sciences and demonstrate in-depth understanding of the environment.
2. Develop analytical skills, critical thinking, and demonstrate problem-solving skills using scientific techniques.
3. Demonstrate the knowledge and training for entering graduate or professional schools, or the job market.

### COURSE CONTENT:

#### UNIT I: Environmental Studies: Ecosystems, Bio-diversity and its Conservation

(i) The Multidisciplinary Nature of Environmental Studies Definition, scope and importance of Environmental Studies. Biotic and abiotic component of environment, need for environmental awareness.

(ii) Ecosystems: Concept of an ecosystem, structure and function of an ecosystem, producers, consumers and decomposers, energy flow in the ecosystem, ecological succession, food chains, food webs and ecological pyramids. Introduction, types, characteristic features, structures and function of different ecosystem

(iii) Bio-diversity and its Conservation: Introduction to biodiversity —definition: genetic, species and ecosystem diversity, Bio-geographical classification of India, Value of biodiversity: Consumptive use, productive use, social, ethical, aesthetic and option values, Biodiversity at global, national and local levels, India as a mega-diversity nation, Hot-spots of biodiversity, Threats to biodiversity : Habitat loss, Poaching of wildlife, man-wildlife conflicts, rare endangered and threatened species(RET) endemic species of India, method of biodiversity conservation: In-situ and ex-situ conservation.

#### UNIT II: Natural Resources: problems and prospects

(i) Renewable and Non-renewable Natural Resources

Concept and definition of Natural Resources and need for their management

• Forest resources: Use and over-exploitation, deforestation, case studies, timber extraction, mining, dams and their effects on forests and tribal people.

• Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams—benefits and problems, Water conservation, rain water harvesting, watershed management.



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- Mineral resources: Uses are exploitation, environmental effects of extracting and using mineral resources, case studies.
- Food resources: World food problems, changes causes by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
- Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, Urban problems related to energy, case studies.
- Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.

**UNIT III: Environmental Pollution Control:** Environmental Pollution, Definition, types, causes, effects and control measures of (a) Air pollution, (b) Water pollution, (c) Soil pollution, (d) Marine pollution, (e) Noise pollution, (f) Thermal pollution. Nuclear hazards. Solid waste and its management: causes, effects and control measures of urban and industrial waste.

**UNIT IV:** Disaster Management, Social Issues, Human Population and the Environment. Social Issues, Human Population and the Environment, Sustainable development, Climate change, global warming, acid rain, ozone layer depletion, Environmental ethics: Issues and possible solutions, Consumerism and waste products, , Wasteland reclamation. Population growth, problems of urbanisation.

### SUGGESTED READINGS:

1. E. Barucha, `` Textbook of Environmental Studies for Undergraduate Courses," Universities Press (India) Pvt. Ltd.
- 2 . S. Chawla, `` A Textbook of Environmental Studies," McGraw Hill Education Private Limited.

| Course No. | Title of the Course                   | Course Structure | Pre-Requisite |
|------------|---------------------------------------|------------------|---------------|
| FE007      | Environmental Development and Society | 2L-0T-0P         | None          |

### COURSE OUTCOMES (CO):

1. To sensitize the students regarding the relationship between human society and ecosystem.



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2. To help students understand the various approaches to the study of environment and ecosystem.
3. To create awareness among the students regarding environmental degradation and the importance of development and sustainable Development.

### COURSE CONTENT:

#### UNIT I. Basic Issues and Approaches

- a. Importance of the study of ecology and society
- b. The relation between Environment and Development
- c. Conceptual clarifications: social ecology; sustainable development; sustainability.
- d. Approaches: Realism, Appropriate Technology, Ecofeminism

#### UNIT II. People and Natural Resources: Unequal Access and Shrinking Commons

- a. Water: depleting water resources & pollution; unequal distribution of water – (utilization of water for commercial crops, industrial use, power generation), the big dams debate.
- b. Forest: Colonial policy, diverting resources for mining and other commercial and industrial use, monoculture and loss of biodiversity, rights of forest dwelling communities.
- c. Land: modern technology, green revolution, biotechnology and impact on land, shrinking commons and its effects on rural poor.

#### UNIT III. Environmental issues and Problems.

- a. Environmental Pollution: Air, Water, Noise, Land and Radioactive Pollution
- b. Problems of urban environment (pollution, health, industrial accidents (e.g. Bhopal), occupational hazards)
- c. Climate change/Global warming.

#### UNIT IV. Role of Environmental Movements and the State.

- a. Environmental Movements in India – Chipko, Narmada Bachao Andolan, Chilka Lake Orissa, are some examples.

#### SUGGESTED READINGS:

1. Chandna R.C, ``Environmental Awareness," Kalyani Publishers.
2. Agarwal S.K, ``Environmental Issues and Themes," APH Publishing corporation.
3. Barry John, ``Environment and social theory," Routledge.
4. Gadgil, Madhav and Ramachandra Guha, ``Ecology and Equity: The use and Abuse of Nature in contemporary India," OUP.
5. Gole Prakash, ``Nature conservation and sustainable development in India," Rawat publications .



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|-------------------|---------------------------------|-------------------------|----------------------|
| <b>FE008</b>      | <b>Spoken Skills in English</b> | <b>2L-0T-0P</b>         | <b>None</b>          |

**COURSE OUTCOMES (CO):**

1. This course will focus on oral & presentation skills of students with practice sessions in the language lab.
2. This course will develop confidence building in oral skills of learners.
3. It will seek to encourage the day to day conversations/dialogues and communicative needs of learners with ample practice in the lab.
4. The theory class will boost practice in ample language exercises to encourage oral skills.
5. This will also involve practice sessions in interview skills, group discussions & pair work.
6. Basics of communication

**COURSE CONTENT:**

- Practice on listening and reading comprehension
- Language lab practice for group discussion and interviews
- Definition and discussion on communication & the barriers in communication with practical training to use language as a tool for sharing, discussing, handling and convincing others.

**SUGGESTED READINGS:**

Everyday English I & II Cambridge University Press/Foundation books

| <b>Course No.</b> | <b>Title of the Course</b> | <b>Course Structure</b> | <b>Pre-Requisite</b> |
|-------------------|----------------------------|-------------------------|----------------------|
| <b>FE009</b>      | <b>Financial Literacy</b>  | <b>2L-0T-0P</b>         | <b>None</b>          |

**COURSE OUTCOMES (CO):**

1. To provide in-depth knowledge of the banking and Principles of Investment, financial planning.
2. Help students in understanding stocks, sell strategy, mutual fund options, investing in education, planning for the future, purchasing your first home, taxes and tax planning, life insurance options, health insurance, property insurance, estate planning, and keeping money in perspective.

**COURSE CONTENT:**

**UNIT I: Banking-** Definition, Role of Bank in growth of saving and Investment, Types of banks , Services offered by banks, Deposits and Loans, Types of A/c, Opening a bank A/c, How to Transact with banks, KYC norms, (A/c opening form, Address



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Proof), How to read bank statement, Banking products and services, Calculating Interests – Saving, FD, Simple and Compound Interest, Power of compounding Loans, Types of loans, taking a home loan, Definition of EMI, Calculation of EMI, Post office-Account and transactions, Basic of foreign Exchange, Importance and Use of Foreign Exchange, Regulator Role of RBI, mutual funds.

**UNIT II: Investment:** Principles of Investment – Safety, Liquidity and Return, Investment plans, Hybrid plans-Ulip, SIP and VIP of mutual funds, index funds

**UNIT III: Financial Planning-** Meaning, Household financial health checkup, Important life stages, Medical and other Emergencies, ; Insurance, Meaning, Need and Wants, Loss protection, Life, non-life and health, Benefits of Insurance, Term plans, Social obligations Budgeting, Buying a house, Plan a vacation, Retirement planning, Price of procrastination, Market and financial instruments, Primary market, Secondary market, Financial Statement analysis,

**UNIT IV: Scams, Fraud Schemes**-Insider trading, Money laundering; Consumer protection and redressal mechanism, Rights of Consumers, Applicable to financial services, Filing a complaint, Complain to entity concerned, Regulators, Arbitration, Consumer courts, Govt. Websites-(PG Portals), Investor Associations, Taxes, Meaning, Need of Taxes, Types of taxes, How taxes impact income, Income, wealth and gift tax, Service tax, STT, Stamp Duty, Tax planning v/s tax evasion, Tax rates, Tax free bonds, Tax saving investment

### SUGGESTED READINGS:

1. Braunstein, Sandra, and Carolyn Welch, "Financial literacy: An overview of practice, research, and policy," Fed. Res. Bull.
2. Cole, Shawn A., and Gauri Kartini Shastry, "Smart money: The effect of education, cognitive ability, and financial literacy on financial market participation," Harvard Business School, 2009.
3. Study material of NSE.
4. Gitman, joehnk and Billingsley, "Personal financial planning," Cengage Learning
5. Madura Jeff, "Personal finance student edition," Prentice Hall PTR.

| Course No.   | Title of the Course                   | Course Structure | Pre-Requisite |
|--------------|---------------------------------------|------------------|---------------|
| <b>FEO10</b> | <b>Introduction to Indian Society</b> | <b>2L-0T-0P</b>  | <b>None</b>   |

### COURSE OUTCOMES (CO):

To acquaint the students with the emergence and understanding of Indian Society,



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theoretical underpinnings of the complexity of society and also with the whole discourse contextualizing Sociology in India.

### COURSE CONTENT:

#### 1. Unit -I Conceptualizing Indian Society:

Hindu society and Diverse society ( Regional, Linguistic, Religious diversities); Peoples of India-

Groups and Communities ; Unity in diversity; Ethnicity and ethnic identities.

#### 2. Unit -II Theoretical perspectives I:

Indological/ Textual (G.S. Ghurye, L. Dumont Structural – Functional M.N. Srinivas, S.C. Dubre).

Marxian (D.P. Mukherjee, A.R. Desai)

#### 3. Unit -III Theoretical perspectives II:

Civilizational view (N.K. Bose, Surajit Sinha). Subaltern perspective (B.R. Ambedkar, David Hardiman).

### SUGGESTED READINGS:

1. Robert W. Stern, `` Introduction: Change, the societies of India and Indian society" Cambridge University Press
2. Dhanagare. D.N, `` Themes and perspectives in Indian sociology," Rawat Publication.
3. Dube. S.C. `` The Indian Villages," R and K Publication
4. Dumont. Louis Homo Hyerrchicus, `` The Caste System and its implications," Vikas publications.
5. Hardiman, David, `` The coming of the Devi :Adivasi Assertion in western India," Oxford University Press.
6. Marrott. Mckim, `` India through Hindu categories , " Sage publication.
7. Momin. A. R, `` The legacy of G.S. Ghurye. A cemennial festschrift," Popular prakashan.
8. Mukherjee. D.P, `` Diversities," Peoples publication house.
9. Singh. Y, `` Indian Sociology social conditioning and emerging concerns," Vistaar publication.
10. Singh. Y, `` Modernisation of Indian tradition," Thomson press.
11. Singh. K.S. `` The Peoples of India. An introduction," Seagull books.
12. Srinivas. M.N, `` India's Villages," Asia publishing house.
13. Singh Y, `` Identity & Theory in Indian Sociology," Rawat Publication.



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| Course No. | Title of the Course                            | Course Structure | Pre-Requisite |
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| FE011      | <b>Soft Skills and Personality Development</b> | <b>1L-0T-2P</b>  | <b>None</b>   |

**COURSE OUTCOMES (CO):**

Enable students to develop a basic English workplace vocabulary, comprehend sentences spoken or written in English and enables them to confidently converse in simple English.

**COURSE CONTENT:**

**Unit 1:** Conceptual Understanding of Communication; Cognition and Re-Cognition; Types of communication: Oral, Verbal, Non-verbal, Kinesics, Interpersonal, Group and Mass Communication, Communion, Barriers to communication; Values and Belief system.

**Unit 2 :** Spoken Communication; Art of debating, Elocution, Stage Anchoring, Group Discussion; Interviews; Quiz; Use of Jargon, Slangs and Vocabulary for effective Communication; Voice Modulation and Intonation; Clarity; Brevity; Articulation of thought and speech; Assertiveness; Affirmation.

**Unit 3 :** Written Communication, KISS rule; Resume writing; Letter writing; Taking notes; Recording minutes and preparing proceedings of meetings; Role of empathy and compassion.

**Unit 4 :** Self-assessment; Self awareness; Self-esteem, Self-confidence; Perception and observation skills; Benefits of Meditation and Self-Hypnosis, Goal setting and career planning.

Practical: Debate, Declamation; Presentation exercises and written communication exercises.

**SUGGESTED READINGS:**

1. Barker. A, `` Improve Your Communication Skills," Kogan Page India Pvt Ltd.
2. Adrian Doff and Christopher Jones, `` Language in Use (Upper-Intermediate)," Cambridge University.
3. John Seely, `` The Oxford Guide to Writing and Speaking," Oxford University Press.
4. Shiv Khera, `` You Can Win," Macmillan Books.
5. Stephen Covey, `` 7 Habits of Highly Effective People," Simon and Schuster
6. John Collin, `` Perfect Presentation , " Video Arts Marshal.
7. Jenny Rogers, `` Effective Interviews," Video arts Marshal.
8. Robert Heller, `` Effective Leadership: Essential Manager Series," DK Publishing.



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| Course No.   | Title of the Course                                   | Course Structure | Pre-Requisite |
|--|---|------------------|---------------|
| FE012  | <b>Business Communication and Presentation Skills</b> | 1L-0T-2P         | <b>None</b>   |
| <b>COURSE OUTCOMES (CO):</b>   |   |                  |               |
| To develop management communication skills in the students that will help the students to face future endeavors and will also help in their interviews.  |   |                  |               |
| <b>COURSE CONTENT:</b>   |   |                  |               |
| <b>Unit-I:</b>   |   |                  |               |
| <b>Identity Management Communication:-</b> Face to Face Impression Management & Mediated Communication (Self Introduction & Self-Promoting- Over Stating And Under Stating – Strategies to Overcome Communicative Inhibitions – Creating Positive Self-image through words - Appearance- Verbal and Non Verbal Manners) – Giving Polite Yet Assertive Responses – Responsive strategies to handle criticism - Accepting Failure and Declaring Success. |   |                  |               |
| <b>Unit-II</b>   |   |                  |               |
| <b>Business Presentations:-</b> Oral and Power Point Presentations; Preparing Successful Presentations; Assessing Audience, Making Effective Use of Visual Aids, Delivering Presentation, Using Prompts, Handling With Questions and Interruptions, Mock Presentations.  |   |                  |               |
| <b>Unit-III</b>  |   |                  |               |
| <b>Oratory Skills:</b> – Group Discussion, Extempore, Mock Parliament and Mock Press.  |   |                  |               |
| <b>Unit-IV</b>   |   |                  |               |
| <b>Interview Management:</b> – Resume Preparation, Types of Interviews, Preparing For Interviews, Facing Interviews, Handling Tough & Tricky Questions, Reviewing Performance, Participating In Mock Interviews  |   |                  |               |
| <b>SUGGESTED READINGS:</b>   |   |                  |               |
| 1. Lori Harvill Moore, "Business Communication," Bookboon  |   |                  |               |
| 2. John Thill, Courtland L. Bovee , " Excellence in Business Communication," Pearson Prentice Hall   |   |                  |               |



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|--|----------------------------|-------------------------|----------------------|
| <b>FE013</b>   | <b>Theatre</b>             | <b>OL-OT-4P</b>         | <b>None</b>          |
| <b>COURSE OUTCOMES (CO):</b>   |                            |                         |                      |
| Our goal is to nurture artist-scholars who are well read in dramatic literature, who understand the social and historical contexts of that literature, who appreciate contemporary performance and dance, who think critically, who master discipline-specific skills, and who make compelling artistic choices on stage.  |                            |                         |                      |
| <b>COURSE CONTENT:</b>   |                            |                         |                      |
| <p><b>Unit 1 :</b> Concept of Acting in Indian Classical theatre. Western styles of theatre acting.</p> <p><b>Unit 2 :</b> Basics of the following: Acting in Grotowski's Poor Theatre, Modern concept of Actor training with reference to Meyerhold, Bertold Brecht and Constantin Stanislavsky; Artaudian acting, Theatre of Cruelty; Theatre of Absurd.</p> <p><b>Unit 3 :</b> Acting for Camera –Knowledge of camera frames and movement within the confines of a frame, blocking, difference between theatre and Camera acting, Concentration.</p> <p><b>Unit 4 :</b> Acting consistently for different takes, acting scenes out of order, Auditions, acting exercises. Art of Dubbing.</p> |                            |                         |                      |
| <b>SUGGESTED READINGS:</b>   |                            |                         |                      |
| <ol style="list-style-type: none"> <li>1. Boleslavsky, Richard, "Acting: the First Six Lessons," New York Theatre Arts.</li> <li>2. Hagen, Uta, "Respect for Acting," Macmillan Press.</li> <li>3. Hodge, Alison, "Twentieth Century Actor Training," London and New York.</li> <li>4. Routledge ,Stanislavski, Konstantin, "An Actor's Work: A Student's Diary," Trans. and ed. Jean</li> <li>5. Jeremiah Comey , "The Art of Film Acting," Focal Press .</li> <li>6. Philips B Zarrilli, "Acting (Re) Considered," Routledge .</li> <li>7. Cathy Hassey, "Acting for Film," Allworth Press</li> </ol>  |                            |                         |                      |

| <b>Course No.</b>  | <b>Title of the Course</b> | <b>Course Structure</b> | <b>Pre-Requisite</b> |
|--|----------------------------|-------------------------|----------------------|
| <b>FE014</b>   | <b>Dance</b>               | <b>OL-OT-4P</b>         | <b>None</b>          |
| <b>COURSE OUTCOMES (CO):</b>   |                            |                         |                      |
| This course will provide the student with the fundamentals necessary for advanced dance skills. Further, this course will develop student appreciation of dance as an art form and lifetime activity. Designed to familiarize students with technique, the student will also study vocabulary, different forms of dance, issues in dance and the history pertaining to the world of dance. The student will develop kinesthetic awareness, movement memory, creative abilities and aesthetic appreciation of various dance |                            |                         |                      |



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forms. The enhancement and the development and maintenance of physical fitness, self-confidence, self-discipline and independence with the body by providing informal showings during class are the goals expected to be achieved. Each student should leave this class having been encouraged, esteemed, and take with them a new appreciation of dance.

### COURSE CONTENT:

- Basic workout
- Introduction to Hip Hop and B-Boying with a simple choreography
- Exercise like: Rolling, jumping, moving shoulders. Footwork, Floor steps, Beat knowledge.
- Freestyle combination along with House dance style.
- Expressions class: Body expressions, Face expressions.
- Introduction of Contemporary Dance. Basic exercise of Contemporary Dance. Exercise for flexibility, Floor steps, Spinning and Balancing.
- Introduction to Jazz. Basic exercise and proper routine practice.

### SUGGESTED READINGS:

1. Jonathan Burrows, "A Choreographer's Handbook," Routledge
2. Jacqueline M. Smith-Autard, "Dance Composition: A Practical Guide to Creative Success in Dance Making," Routledge

| Course No. | Title of the Course | Course Structure | Pre-Requisite |
|------------|---------------------|------------------|---------------|
| FE015      | Yoga                | OL-OT-4P         | None          |

### COURSE OUTCOMES (CO):

Students will learn about the importance of yoga in their lives. They will be exposed various types of yoga, their health benefits.

### COURSE CONTENT:

#### UNIT-I

Origin of Yoga & its brief development, Meaning of Yoga & its importance, Yoga as a Science of Art (Yoga Philosophy), Meaning of meditation and its types and principles.

#### UNIT- II

Classification of Yoga/Types of Yoga, Hatha Yoga , Raja Yoga, Laya Yoga, Bhakti Yoga, Gyan Yoga, Karma Yoga, Asthang Yoga.

#### UNIT -III

Principles of Yogic Practices, Meaning of Asana, its types and principles, Meaning of Pranayama, its types and principles, Meaning of Kriya its types and principles.

#### UNIT -IV



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Yogic therapies and modern concept of Yoga, Naturopathy, Hydrotherapy, Electrotherapy, Messotherapy, Acupressure, acupuncture, Meaning and importance of prayer, Psychology of mantras, Different mudras during prayers.

### SUGGESTED READINGS:

1. William Broad, "The Science of Yoga: The Risks and the Rewards," Simon and Schuster
2. Swami Vishnu Devananda, "The Complete Illustrated Book of Yoga," Harmony

| Course No. | Title of the Course | Course Structure | Pre-Requisite |
|------------|---------------------|------------------|---------------|
| FE016      | Digital Film Making | 0L-0T-4P         | None          |

### COURSE OUTCOMES (CO):

Students will learn about various technicalities involved in digital film making. They will also expose to history of cinema, preproduction etc.

### COURSE CONTENT:

#### Unit 1 – History of Cinema, Research & Script

Early Cinema, Development of Classical Indian & Hollywood Cinema, History of Global Film including European Film (1930-present), Origin of Classical narrative cinema-Soundless film, Exploration of film and analysis of the three-part beginning, middle and end of story, **Research**(Finding and Collecting materials and facts related to your story. Where and How to find the materials related to your story. Things to consider before sketching down your story), **Script (Scriptwriting Process and its various phases)**, **Film Grammar for Scriptwriting**.

#### Unit 2 – Pre-Production

**Digital Video Cinematography:** Introduction to Digital Video Cinematography Cinematography, Interactivity and emotions through Cinematography, Building blocks, Compositions, Lenses and Cameras, Types of lenses: Zoom Lens, Prime Lens, Types of Cameras: HD Cameras, Basics of Film Camera, Difference between, Film Camera and Digital Camera, DSLR and HDSLR Cameras, Lighting, Psychology of light, Visual Environment, Directional Effect of Light, Lighting design process, Three-point lighting, High-Key lighting, Low Key lighting, Construction of a Shot, Color, Contrast, Deep Focus, Shallow Focus, Depth of Filed, Exposure, Racking focus, Frame Rate, Telephoto shot, Zoom shot.

#### Unit 3- Digital Video Editing



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Effective Editing, Principles of Video Editing, Non-Linear Editing (NLE) Concept, The Three-Point Edit, Non-Linear Editing (NLE) Techniques, Working in the Timeline, Transitions, Key framing, Applying Filters, Ingesting.

### **Unit-4Advanced Editing Techniques**

NLE Compositing, Color Correction & Color Grading, Working on Audio, Titling

### **SUGGESTED READINGS:**

1. Mark Brindle and Chris Jones, " **The** Digital Filmmaking Handbook," Quercus

| Course No.   | Title of the Course                             | Course Structure | Pre-Requisite |
|--------------|---|------------------|---------------|
| <b>FE017</b> | <b>Workshop<br/>(Electrical and Mechanical)</b> | <b>OL-OT-4P</b>  | <b>None</b>   |

**COURSE OUTCOMES (CO):**

1. Student will be able to make various joints in the given object with the available work material.
2. The students will be able to understand various wiring connections

**COURSE CONTENT:**

**Mechanical Workshop Experiments**

1. Blacksmith
2. Carpentry
3. Fitting
4. Foundry
5. Welding

**Electrical workshop Experiments**

1. Study & Performance Of Different Types Of Wire Joints
2. Study And Performance Of Staircase Wiring
3. Study And Performance Of Series And Parallel Connection Of Flourescent Tube Light
4. Study And Performance Of Godown Wiring
5. Series And Parallel Connection Of Bulbs And Power Sockets By Single Switch And Multi Switches.



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### SUGGESTED READINGS:

1. Hajra Choudhury, Hazra Choudhary and Nirjhar Roy, ``Elements of Workshop Technology, vol. I, " Media promoters and Publishers Pvt. Ltd.
2. W A J Chapman, Workshop Technology,`` Part -1, 1st South Asian Edition," Viva Book Pvt Ltd.
3. P.N. Rao, ``Manufacturing Technology, Vol.1," Tata McGraw Hill
4. Kaushish J.P., `` Manufacturing Processes, " Prentice Hall

| Course No.   | Title of the Course | Course Structure | Pre-Requisite |
|--------------|---------------------|------------------|---------------|
| <b>FE018</b> | <b>Music</b>        | <b>OL-OT-4P</b>  | <b>None</b>   |

**COURSE OUTCOMES (CO):**  
The student will be familiarized with the basic terms used in Indian classical music. Also it familiarizes with the life history of some dignitaries in the field of music. This course also throws some light on the ancient music and its origins in India.

**COURSE CONTENT:**

**Unit 1 :** Study of the following terms:- Mela (Thāt), ĀshrayRāga, Rāga, Lakshana, Shruti, Alankar, Gamak, Vadi-SamvādiAnuvādi-Vivādi, VakraSwara, Varjit-Swara.

**Unit 2 :** Biographies & contributions of the following:- Jaidev, MansinghTomar, Abdul Karim Khan, Tyagaraja, Pt. Bhatkhande, Pt. Ravi Shankar

**Unit 3 :** Study of following Rāgas&TālaRāga- Yaman, Jaunpuri, Khamaj. Tāla- Ektāl, Jhaptāl

**Unit 4 :** General discussion and definition of the following:-  
a. Khyāl, MaseetKhani – Razakhani gat, Dhrupad, Tarana, Meend, Soot, Murki, Kan, Khatka, Krintan, Harmony, Melody.  
b. Writing of Bhatkhande Swarlipi Paddhati.  
c. Writing of Tālasand Compositions in Notation.  
d. Detailed study of Rāgas (Rāga- Bihag, Malkauns, Vrindavani Sarang) and comparative study of Rāgas.  
e. Essay, Shastriya Sangeet (Classical Music) & SugamSangeet( Light Music )

**Unit 5 :** Vedic Music – Samvedic Sangeet, Swara, Vadya, Bhakti, Vikār .  
General study of Natyashastra, SangeetRatnakar.

**SUGGESTED READINGS:**

1. Vasant and Laxmi Narayan Garg, `` Sangeet Visharad," Sangeet Karyalay
2. Sarat Chandra Pranjpayee and Chowbhamda , `` BhartiyaSangeetkalIhas," Surbharti Prakashan



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3. Bharat Muni, `` NatyaShastra,"
4. Sharangdeva , `` SangeetRatnakar,"
5. Sharad Chandra Pranipayee , `` Sangeet Bodh,"
6. Thakur Jaidev Singh , `` Indian Music," Sangeet research academy
7. V. N. Bhatkhande, `` Mallika Part II & III," KramikPustak.
8. V. N. Patwardhan, `` RaagVigyan,"
9. RaginiTrivedi, `` Raghavabodha Mishrabani, Vol. I & II,"

| Course No.   | Title of the Course             | Course Structure | Pre-Requisite |
|--------------|---------------------------------|------------------|---------------|
| <b>FE019</b> | <b>Sociology of Development</b> | <b>2L-0T-OP</b>  | <b>None</b>   |

### COURSE OUTCOMES (CO):

The course introduces the students to the issues pertaining to development in the contemporary context. It familiarizes and discusses the theories and models of development and their alternatives and critiques. It also introduces the concept of social exclusion that has emerged in the development discourse in the era of globalization.

### COURSE CONTENT:

1. Concepts Progress, Growth, Modernization and Development
2. Development Theory Adam Smith, Karl Marx, Talcott Parsons.
3. Development of Underdevelopment, Dependency and World Capitalist System- A.G.Frank, Paul Baran, Samir Amin, Immanuel Wallerstein
4. Critique and Alternative to Development
5. Gender and Development, Culture and Development, Environment and Development, Human Development Index, Gender Development Index Gandhi and Schumacher on Alternative development model Appropriate Technology, Sustainable Development
6. Understanding India's Development Debate on the Development Model in India: Nehru, Gandhi, Ambedkar,
7. New Economic Policy
8. Disparities in Development: Class, Caste, Gender, Tribe, Region and Religion
9. Social Exclusion in the era of Globalization
10. Social Exclusion: Minorities and the other Marginalized Development of the Marginalized: Perspectives and Challenges

### SUGGESTED READINGS:

1. Debal K. Singha Roy, `` Social Development and the Empowerment of



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- Marginalized Groups," Sage Publications
2. Desai, A.R., "Essays on Modernisation of Underdeveloped Societies Vol I and II," Thacker and Company Ltd.
  3. Dereze Jean and SenAmartya, "India Development and Participation," Oxford University Press.
  4. Preston, P. W., "Development Theory An Introduction," Blackwell Publishers, Oxford.

| Course No. | Title of the Course                              | Course Structure | Pre-Requisite |
|------------|--|------------------|---------------|
| FE020      | <b>Universal Human Values 1: Self and Family</b> | <b>2L-0T-OP</b>  | <b>None</b>   |

### COURSE OUTCOMES (CO):

#### **1. Sensitization of student towards issues in all dimensions of life**

There are a whole range of issues which one faces in life towards which the young students are generally unfamiliar and therefore insensitive. Almost all the concerns - environmental, societal, familial or personal, are result of human action. Sensitization towards them therefore is an important step.

#### **2. Inculcation of Self Reflection.**

Human action is governed by various internal factors primarily the beliefs one holds, and therefore 'looking-in' becomes essential, to see what beliefs one is holding, whether they are really true or not, if they are not true, then what could be the process to get the "right" belief and then further validate it.

Most of the young people are somehow trained to look only —outside|. The motivation and the skill to look inside are missing. Inculcation of self reflection in students will result in them becoming more responsible, honest and trustworthy. Lack of such dualities in individuals is major concern of organizations, institutions and society in general.

#### **3. Understanding (Clarity) of Human Relationships and Family.**

It will try to show that relationships and material prosperity are the basic desire for a human being. Two global problems which we face today are war (including terrorism) and imbalance in nature (global warming). If we look at reasons for war, the fundamental cause is: Human Being is in opposition to other Human Being. Therefore one is willing (or gets compelled) to exploit others. This is due to lack of understanding of relationships.

#### **4.Exposure to Issues in Society and nature (larger manmade systems and**



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### **Nature).**

- To show that the fundamental reasons for imbalance in nature are: pollution and resource depletion. Both these aspects are result of consumerist model of development.
- To show how harmony can be ensured at following levels of our living: Individual, human –human relationships, larger society, Various social systems like education system, economic system, political system and others, and rest of the nature.

### **5. Development of Commitment and Courage to Act.**

If the understanding is right, then the actions become right. Commitment and courage to act are considered consequences of right understanding in an individual. In the course, an attempt will be made to build right understanding in the individual, and then further plan of actions will also be discussed in order to implement the understanding in various life situations in the right manner.

**At the end of the course, students are expected to become more aware of their self and their relationships and would have better reflective and discerning ability. They would also become more sensitive to their surroundings including both people and nature, with commitment towards what they believe in (human values).**

**It is hoped that they would be able to apply what they have learnt to their own self in different ordinary day-to-day settings in real life with higher commitment and courage.**

### **COURSE CONTENT:**

1. Motivation and Objectives of Human Values Course.  
Introduction to the objectives of the course. Content and process of the course including mode of conduct. Daily life as lab for the course. Activities in the course.
2. Purpose of Education How human being has a need for Knowledge, what should be the content of knowledge, how the content should be discussed in education. Complimentarily of skills and values, how the current education system falls short.
3. Peers Pressure, Social Pressure In various dimensions of life, how do these things work. What is the way out? In the context of education, peer pressure etc. movie —TaareZameen Par॥ can be used.
4. Concept of Competition and Excellence How competition leads to degradation of self and relationships. How excellence is the basic need of a human being. What is excellence? Movie —Fearless॥ can be used to discuss the concept.
5. Time Management:  
How does one deal with myriads of activities in college? Focus of the mind.



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6. Concept of Preconditioning. How preconditioning affects our thinking, behavior, work, relationships, society and nature. How do we develop pre-conditioning? What are the various sources of preconditioning? How do we evaluate our Preconditioning? How do we come out of it?
7. Concept of Natural Acceptance in Human Being. What is natural acceptance? How can the concept of natural acceptance be used to evaluate our preconditioning. Universal nature of natural acceptance. Are anger, jealousy, hatred natural? How do we feel when we experience them? Which feelings are natural for a human being and which are not?
8. Understanding Relationships.
- a) Are relationships important? What is the role of relationships in our life? If relationships are important then why they are important? If they are important then why it is the case that we are not discussing them? What are the notions/conditions and factors which stop us to explore more into relationships. Relationships in family and extended family. Dealing with anger. Show film –Right Here, Right Now!.
  - b) Basic expectations in relationships. Seven types of relations.
  - c) Gratitude as a universal value in relationships. Discuss with scenarios. Elicit examples from students' lives.
  - d) Nine universal values in human relationships. Trust as the founding value.
  - e) Concept of acceptance. Unconditional acceptance in relationships.
  - f) Our preconditioning affecting our relationships. Our relationships with subordinate staff, with people of opposite gender, caste, class, race. Movie –Dharm (set in Varanasi) can be used to show the conflict between reconditioning and relationships. How relationships have the power to force a person to change his preconditioning.
9. Concept of prosperity
- Material goods and knowledge of one's physical needs is essential for feeling of prosperity. What role others have played in making material goods available to me: Identifying from one's own life.
10. Idea of Society. What is a society? What constitutes a society? What systems are needed for a society to work? What is the purpose of society and various systems which are working in it? How understanding of Human Nature is important in order to understand the purpose of Society and various social systems? And what happens when this understanding is lacking?
11. Idea of decentralization of politics, economics, education, justice etc. Its comparison with centralized systems. The idea of Swaraj. Various social initiatives by NGOs, social organizations and other people. (If time permits)
12. Balance in nature



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- a) Balance which already exists in nature.
- b) How human beings are disturbing the balance. Resource depletion and pollution. Our own role in wastage of electricity, water and in use of plastics. Waste management. (Show episode on city waste from Satyameva Jayate 2.)
- c) Issues like global warming, animal extinction. Show –Story of Stuff documentary film. –Home film can also be used.

### SUGGESTED READINGS:

1. Annie Leonard, "The Story of Stuff," Free Press
2. Mohandas Karamchand Gandhi, "The Story of My Experiments with Truth," Beacon Press
3. J Krishnamurthy, "On Education," Official repository
4. Hermann Hesse , "Siddhartha," Bantam Books
5. ThichNhatHanh, "Old Path White Clouds," Parallax Press
6. On Education - The Mother Aurobindo Ashram Publication
7. Anne Frank, "Diaries of Anne Frank ,"
8. G S Banhatti "Life and Philosophy of Swami Vivekananda," Atlantic
9. Swami Vivekanand "Swami Vivekananda on Himself," Advaita Ashram
10. E. F Schumacher, "Small is Beautiful: Economics as if people mattered," Harper Pereinnial.
11. Cecile Andrews , "Slow is Beautiful," New society publishers
12. A.Nagaraj, "JeevanVidya: EkParichaya," Jeevan Vidya Prakashan.
13. A.N. Tripathi, "Human Values," New Age Intl. Publishers.
14. Dharampal, "Rediscovering India," Other India Press
15. Mohandas K. Gandhi, "Hind Swaraj or Indian Home Rule," Navjeevan publication house
16. Maulana Abdul Kalam Azad, "India Wins Freedom," Stosius Inc
17. Ramakrishna kijevani , "Romain Rolland
- 18 Romain Rolland , "Vivekananda" Advait ashram.
19. Romain Rolland , "Gandhi" Srishti Publishers & Distributors.
20. ParamhansaYogananda, "Autobiography of a Yogi," , Rider publication.
21. Sahasrabudhe, "Gandhi and Question of Science,"Other India Press.



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| Course No.  | Title of the Course                                       | Course Structure | Pre-Requisite |
|---|---|------------------|---------------|
| <b>FE021</b>  | <b>Universal Human Values 2: Self, Society and Nature</b> | <b>2L-0T-OP</b>  | <b>FE020</b>  |
| <b>COURSE OUTCOMES (CO):</b>  |   |                  |               |
| 1. Sensitization of student towards issues in society and nature.<br>2. Understanding (or developing clarity) of nature, society and larger systems, on the basis of human relationships and resolved individuals.<br>3. Strengthening of self reflection.<br>4. Development of commitment and courage to act.<br>At the end of the course, students are expected to become more aware of their surroundings, society, social problems and their sustainable solutions, while keeping human relationships and human nature in mind. They would have better critical ability. They would also become sensitive to their commitment towards what they believe in (humane values. humane r learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction relationships and humane society). It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction. |   |                  |               |
| <b>COURSE CONTENT:</b><br>In Universal Human Values 2 course, the focus is more on understanding society and nature on the basis of self and human relationships. and motivation for the course.- conditioning, and natural acceptance.<br>-existence of self and body. Identifying needs and satisfying needs of self and body. Self observations. Handling peer pressure family. Hostel and institute as extended family. Real life examples.<br>-student relationship. Shraddha. Guidance. Goal of education.<br>- material order, plant order, animal order and human order.<br>Salient features of each. Human being as cause of imbalance in nature. (Film "Home" can be used.)<br>- water, food, mineral resources.<br>Pollution. Role of technology. Mutual enrichment not just recycling.  |   |                  |               |



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on of needs of the self and needs of the body. Right utilization of resources. Understanding the purpose they try to fulfil.

Recapitulation on society. Five major dimensions of human society. Fulfilment of the individual as major goal. Justice in society. Equality in human relationships as naturally acceptable. Establishment of society with abhaya (absence of fear). being through holistic education in just order.

### SUGGESTED READINGS:

#### Text Book

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

#### Reference Books

- 2 . A Nagaraj , "Jeevan Vidya: EkParichaya," Jeevan VidyaPrakashan, Amarkantak.
- 3 . A.N. Tripathi , "Human Values," New Age Intl. Publishers, New Delhi, .
4. Annie Leonard, "The Story of Stuff" Simon and Schuster.
5. Mohandas Karamchand Gandhi, " The Story of My Experiments with Truth " Becon Press.
6. J Krishnamurthy, " On Education " Official repository.
7. Hermann Hesse, "Siddhartha" Bantan press.
8. ThichNhatHanh, " Old Path White Clouds " parallax press.
9. On Education - The Mother Aurobindo Ashram Publication.
- 10 . Diaries of Anne Frank – Anne Frank
11. G.S Banhatti, "Life and Philosophy of Swami Vivekananda," Atlantic publisher.
12. Swami Vivekananda , "Swami Vivekananda on Himself," Advait publication.
13. E. F Schumacher , "Small is Beautiful: Economics as if people mattered,"Harper Pereinnial.
14. Cecile Andrews , "Slow is Beautiful" New society publishers.
15. J C Kumarappa, "Economy of Permanence" Serve seva sangh prakashan.
16. Pandit Sunderlal , "Bharat Mein Angreji Raj"
17. Mahatma and the Rose plant
- 18 . M.Gandhi, "The Poet and the Charkha" Mani Bhavan
19. Dharampal, "Rediscovering India" other India press.
- 20 .Mohandas K. Gandhi , "Hind Swaraj or Indian Home Rule," Navjeevan publication house.
21. Arvind Kejriwal , "Swaraj" Harper publication.
- 22 . Maulana Abdul Kalam Azad, "India Wins Freedom."Stosius Inc.



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- 23. Romain Rolland , “Ramakrishna kijevani,”Advait Ashram.
- 24. Romain Rolland , “Vivekananda” Advait ashram.
- 25. Romain Rolland , “Gandhi” Srishti Publishers & Distributors.
- 26 . ParamhansaYogananda, “ Autobiography of a Yogi,” Rider publication.
- 27. Sahasrabudhe, “Gandhi and Question of Science,”Other India Press.