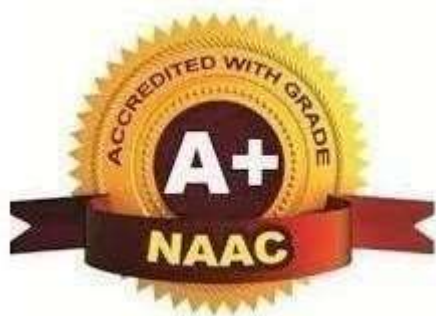




TULSIRAMJI GAIKWAD-PATIL
College of Engineering & Technology

Mohgaon, Wardha Road, Nagpur - 441 108



Bachelor of Technology SoE and Syllabus 2025

(Department of 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.



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Department of Basic Sciences and Humanities

Scheme of Instruction for First Year of B. Tech. (UG) Programme Group-A & B (AIML/AE/BT/CE/CSE/DS/EE/ECE/IT/ME)

Liberal Learning Modules for SEM-I

SN	Sem	Type	BoS/ Dept.	Sub. Code	Subject	T/P	Contact Hours			Credits	Weightage		
							L	P	Hrs		INT (CA)	ESE (MCQ)	TOTAL
1	1	CC	S&H	BSH41X01	Art of Theater	P	2	2	4	2	25	25	50
2	1	CC	S&H	BSH41X02	Fundamental of Music	P	2	2	4	2	25	25	50
3	1	CC	S&H	BSH41X03	CPD (Communication for Personality Development)	P	2	2	4	2	25	25	50
4	1	CC	S&H	BSH41X04	EBCD (Every Body Can Dance)	P	2	2	4	2	25	25	50
5	1	CC	S&H	BSH41X05	Yoga Practices & NSS	P	2	2	4	2	25	25	50
6	1	CC	S&H	BSH41X06	Interactive English (Level-1)	P	2	2	4	2	25	25	50
7	1	CC	S&H	BSH41X07	Gateway to Competitive Exams (Level-1)	P	2	2	4	2	25	25	50
8	1	CC	S&H	BSH41X08	Foreign Language -French (Level-1)	P	2	2	4	2	25	25	50
9	1	CC	S&H	BSH41X09	Foreign Language –German (Level-1)	P	2	2	4	2	25	25	50
10	1	CC	S&H	BSH41X10	Foreign Language –Japanese (Level-1)	P	2	2	4	2	25	25	50

Liberal Learning Modules for SEM-II

SN	Sem	Type	BoS/ Dept.	Sub. Code	Subject	T/P	Contact Hours			Credits	Weightage		
							L	P	Hrs		INT (CA)	ESE (MCQ)	TOTAL
1	2	CC	S&H	BSH42Y01	Art & Craft	P	2	2	4	2	25	25	50
2	2	CC	S&H	BSH42Y02	Poster & Video Design	P	2	2	4	2	25	25	50
3	2	CC	S&H	BSH42Y03	IPD (Integrated of Personality Development)	P	2	2	4	2	25	25	50
4	2	CC	S&H	BSH42Y04	Sports (Outdoor & Indoor)	P	2	2	4	2	25	25	50
5	2	CC	S&H	BSH42Y05	Indian Cuisine	P	2	2	4	2	25	25	50
6	2	CC	S&H	BSH42Y06	Interactive English (Level-2)	P	2	2	4	2	25	25	50
7	2	CC	S&H	BSH42Y07	Gateway to Competitive Exams (Level-2)	P	2	2	4	2	25	25	50
8	2	CC	S&H	BSH42Y08	Foreign Language -French (Level-2)	P	2	2	4	2	25	25	50
9	2	CC	S&H	BSH42Y09	Foreign Language –German (Level-2)	P	2	2	4	2	25	25	50
10	2	CC	S&H	BSH42Y010	Foreign Language –Japanese (Level-2)	P	2	2	4	2	25	25	50

				July, 2025	4.00	Applicable for AY 2025-26 Onwards
Chairperson	Dean Academics	Vice Principal	Principal	Date of Release	Version	



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Department of Basic Sciences and Humanities

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

Semester-I **Art of Theater :BSH41X01**

Teaching Scheme		Examination Scheme(Th)		Examination Scheme(P)	
Theory(Th)		-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2 (P)	-	-	CA	25
Duration of ESE : 1Hrs		-	-	ESE(MCQ)	25
		-	-	Total Marks	100Marks

Pre- Requisites: NA

Course Objectives:

- 1 To Understand theatre history, forms, and basic elements.
- 2 To Develop core acting and stage performance skills.
- 3 To Learn production roles and prepare for a final performance.

Unit I	Module1: Introduction to Theatre & Basic Elements: History and evolution of theatre (Indian & Western) Forms of theatre: Classical, Street, Modern, Absurd, Mime Elements of theatre: Script, Actor, Dialogue, Stage, Audience, Light & Sound Introduction to acting: voice, body, space Role of theatre in society, education, and communication
	Activity : <ul style="list-style-type: none"> • Watch and review a short play or theatre clip • Group discussion on the impact of theatre • Warm-up & trust-building exercises
Unit II	Module2: Acting and Performance Skills. Voice modulation, diction, breathing exercises Body language, gestures, facial expressions improvisation and spontaneous performance Dialogue delivery and monologue practice Stage positions, blocking, and spatial awareness
	Activity: Perform a short monologue or skit <ul style="list-style-type: none"> • Improv theatre games (e.g., freeze tag, word-at-a-time) • Partner/group-based scene work
Unit III	UNIT 3: Production & Performance Basics of script writing and storyboarding Team roles: Director, Actor, Stage manager, Set/Props/Costume designer Rehearsals and timing Stage set-up: lights, music, sound effects Final performance preparation


Chairperson

	<ul style="list-style-type: none"> • Activity: Group creates and performs a short play/skit • Script-to-stage: converting a scene into performance • Peer evaluation and constructive feedback
Text Books	
1	<i>Theatre: The Lively Art</i> by Edwin Wilson and Alvin Goldfarb A comprehensive introduction to theatre history, elements, and performance forms.
2	<i>Acting is Believing</i> by Charles McGaw and Kenneth Stilson A foundational book for acting techniques and character development.
3	<i>The Art of Theatre: Then and Now</i> by William Missouri Downs, Lou Anne Wright, and Erik Ramsey Covers theatre evolution, acting skills, and contemporary performance practices
Reference Books	
1	<i>The Empty Space</i> by Peter Brook A seminal work discussing modern theatre and innovative stagecraft.
2	<i>Theatre and Its Double</i> by Antonin Artaud A theoretical exploration of experimental and absurd theatre.

Useful Links	
1	https://www.nationaltheatre.org.uk
2	https://www.khanacademy.org/humanities

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	CL	Lab Sessions
CO1	Understand theatre history, forms, elements, and basic acting skills.	2	
CO2	Apply key acting techniques like voice, movement, and improvisation.		
CO3	Use production basics and prepare for a theatrical performance.	3	


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Department of Basic Sciences and Humanities

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

Semester-I **Fundamental of Music :BSH41X02**

Teaching Scheme		Examination Scheme(Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2 (P)	-	-	CA	25
Duration of ESE : 1Hrs		-	-	ESE (MCQ)	25
		-	-	Total Marks	25 Marks

Pre- Requisites: NA

Course Objectives:

- 1 To introduce the fundamentals of music theory and sound.
- 2 To develop appreciation for Indian and Western musical forms.
- 3 To encourage creativity, rhythm, listening, and emotional expression.


Unit I	Module1: Fundamentals of Music & Sound What is Music? Sound vs Music Elements of Music: Pitch, Rhythm, Tempo, Melody, Harmony, Timbre Introduction to Sur (notes), Taal (rhythm), and Laya (tempo) The Science of Sound : Frequencies, Waveforms, Acoustics Introduction to musical notation (Indian & Western) Role of Music in Brain, Learning, and Emotions Listening Session: Recognizing musical elements in short clips Activity : Ear training, group clapping for rhythm patterns
	Module2: Indian & Western Music Systems Indian Music : Classical (Hindustani & Carnatic) – Basic Raga Structure Western Music : Classical vs Contemporary, Scales & Chords Folk and Regional Music of India, Musical Instruments – Indian & Western (Classification) Introduction to Singing Techniques & Vocal Warmups Cultural role of music in festivals, rituals, and storytelling Activity: 1. Live demonstration (video/audio/guest session) 2. Group folk song or jingle performance (optional)
Unit III	Module3: Music, Expression & Technology Music and Emotional Intelligence Music in Films, Media, and Digital Platforms Introduction to Digital Music Tools (DAWs like Garage Band, Audacity, FL Studio – basics only), Basics of songwriting, composing, and mixing Music as Therapy: Relaxation & Focus techniques Music in Engineering: Acoustics, Sound Design in Tech Activity: 1. Create a simple group jingle / musical piece using phone or software 2. Reflection: "How music improves my focus or mood" (short write-up)

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Text Books	
1	Audio Engineering 101” by Tim Dittmar Beginner guide to recording, mixing, and using DAWs.
2	“Songwriting for Dummies” by Jim Peterik et al. Practical guide for composing music and lyrics.
3	“Music and the Mind” by Anthony Storr Insight into emotional and therapeutic effects of music.
Reference Books	
1	The Empty Space by Peter Brook A seminal work discussing modern theatre and innovative stagecraft.
2	Theatre and Its Double by Antonin Artaud A theoretical exploration of experimental and absurd theatre.
Useful Links	
1	https://en.wikipedia.org/wiki/Indian_classical_music?utm_source=chatgpt.com
2	https://www.artgharana.com/blogs/vocal/guide-to-indian-raga-music?utm_source=chatgpt.com

List of Experiment		CO
1	Understand the difference between sound and music through listening exercises.	CO1
2	Develop rhythmic awareness using group clapping patterns.	CO1
3	Train the ear in identifying pitch and timbre variations.	CO2
4	Observe and analyze sound waveforms and frequencies.	CO2
5	Explore basic ragas and Western scales through listening and vocal practice.	CO3
6	Classify Indian and Western musical instruments based on type and origin.	CO3
7	Introduce digital music tools for basic music creation.	CO4
8	Encourage group singing through folk song or jingle performance.	CO4
9	Practice basic songwriting and melody creation.	CO5
10	Reflect on the emotional and mental impact of music.	CO5

CO	Course Outcomes	CL	Lab Sessions
CO1	Learn music basics, elements, and its effect on emotions.	1	4
CO2	Understand Indian and Western music styles and instruments	2	4
CO3	Explore music technology, expression, and therapy.	3	4


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Department of Basic Sciences and Humanities

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

Semester-I **Communication Personality Development (BSH41X03)**

Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2 (P)	-	-	CA	25
Duration of ESE : 1Hrs		-	-	ESE(MCQ)	25
		-	-	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 : <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.
	Activity: <ol style="list-style-type: none"> 1. Team-building exercises 2. Conflict resolution role play 3. Leadership style self-assessment

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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)	CL	Lab Sessions
CO1	Understand the core principles of communication, including verbal, non-verbal, written, and visual forms, and identify barriers to effective communication.	2	4
CO2	Demonstrate self-awareness, emotional intelligence, and use time and stress management techniques for personal and academic development.	3	4
CO2	Apply team-building, conflict-resolution, and motivational strategies to enhance interpersonal and leadership effectiveness in dynamic group settings.	3	4


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

Semester-I **EBCD (Every Body Can Dance): BSH41X04**

Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2 (P)	-	-	CA	25
Duration of ESE : 1Hrs		-	-	ESE(MCQ)	25
		-	-	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

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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	3	4


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Department of Basic Sciences and Humanities

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

Semester-I **Yoga Practices & NSS: BSH41X05**

Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2 (P)	-	-	CA	25
Duration of ESE : 1Hrs	-	-	-	ESE(MCQ)	25
	-	-	-	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 diagram of Yogasan. 2. Create comparative 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


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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: BSH41X04)		
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	CL	Lab Sessions
CO1	Understanding the philosophical foundations and objectives of Yoga, along with its holistic approach to well-being.	2	4
CO2	Demonstrating proficiency in performing basic asanas, pranayama, and meditation for physical and mental health.	3	4
CO3	Applying Yoga principles in daily life to manage stress, enhance self-discipline, and promote overall well-being.	3	4


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

Semester-I	Interactive English Level-1 (BSH41X06)				
Teaching Scheme		Examination Scheme(Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical(P)	2Hrs/week	-	-	-	-
Total Credits	2 (P)	-	-	CA	25
Duration of ESE : 1Hrs	-	-	-	ESE(MCQ)	25
	-	-	-	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.

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

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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	4
4	Execute clear and structured paragraphs, emails, and short reports with appropriate language.	3	4
5	Analyze and reflect on personal communication skills to improve performance.	4	4


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Department of Basic Sciences and Humanities

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

Semester-I	Gateway To Competitive Examination Level-1 (BSH41X07)				
Teaching Scheme		Examination Scheme(Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical(P)	2Hrs/week	-	-	-	-
Total Credits	2 (P)	-	-	CA	25
Duration of ESE : 1Hrs		-	-	ESE(MCQ)	25
		-	-	Total Marks	50 Marks

Pre-Requisites:

Course Objectives:

1	To introduce students to the structure and demands of various competitive examinations.
2	To build foundational skills in quantitative aptitude, logical reasoning, and verbal ability.
3	To familiarize students with exam patterns, time management, and problem-solving strategies.

Course Contents

Unit-I	Introduction To Competitive Exams Overview of GATE , GRE, CAT , UPSC , PSU exams , its syllabus , Importance of early preparation
	Activity :- 1. Research and present key features of a chosen competitive exam. 2. Create a personalized 6-month preparation plan for your target exam.
Unit-II	Quantitative Aptitude & Logical Reasoning Number systems , Percentages ,Profit & Loss, Time , Speed , Ratio & Proportion , Compound Interest, Series, Coding-Decoding, Blood Relations, Data Sufficiency & Interpretation
	Activity :- 1. Participate in a timed quiz solving aptitude and reasoning problems. 2. Solve and explain logic puzzles in small groups.
Unit III	Verbal Ability & Current Affairs Meeting, Introduction at Meetings , Digital Etiquette, Workplace Ethics , Email Etiquette
	Activity :- 1. Role-play a workplace meeting scenario using formal etiquette. 2. Present a weekly news summary as a mock news anchor.

Text Books

1	Quantitative Aptitude for Competitive Examinations” by R.S. Aggarwal
2	“A Modern Approach to Verbal and Non-Verbal Reasoning” by R.S. Aggarwal

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Reference Books

1	Objective General English ” by <i>S.P. Bakshi</i> (Arihant Publications)
2	The Hindu / Indian Express (Editorial section) – For comprehension and current events.

Useful Links

1	https://nptel.ac.in/courses/109104107
2	https://youtu.be/PuMX30xZktE?feature=shared

List of Experiment		CO
1	Analyze and compare the syllabus, structure, and eligibility of major competitive exams (GATE, GRE, CAT, UPSC, PSU)	CO1
2	Prepare a personalized competitive exam plan including timeline, subjects, and preparation resources.	CO1
3	Evaluate the advantages of early preparation through interaction with past successful candidates (guest session or video review).	CO1
4	Solve real-life percentage and profit-loss problems using quantitative methods.	CO2
5	Interpret data from graphs and tables using logical reasoning techniques.	CO2
6	Calculate compound interest and time-speed-distance in a simulated business scenario.	CO2
7	Decode logic-based questions and assess conclusions through reasoning puzzles.	CO2
8	Demonstrate formal meeting introductions and professional communication in a role-play.	CO3
9	Compose a workplace email following correct structure and etiquette	CO3
10	Summarize and present current affairs using verbal presentation skills.	CO3

Sr. No.	Course Outcomes	CL	Lab Sessions
1	Understand the nature and structure of major competitive exams relevant to their careers.	1	4
2	Solve basic to intermediate level problems in quantitative aptitude and reasoning	3	4
3	Apply logical reasoning and analytical thinking skills to solve verbal and non-verbal reasoning questions efficiently.	4	4


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Department of Basic Sciences and Humanities

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

Semester-I **Foreign Language-French(Level-1) BSH41X08**

Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2 (P)	-	-	CA	25
Duration of ESE : 1Hrs		-	-	ESE(MCQ)	25
		-	-	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 <i>Bonjour, Salut, Comment tu t'appelles?</i> , 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., <i>je parle</i>). Activity 2. Article Sorting: Provide noun picture cards. Students decide and stick either <i>un/une/le/la/les</i> 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., <i>Il est grand. Il a les cheveux noirs.</i>) 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 <i>mon, ma, mes</i> .
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., <i>je me lève à 7h, je vais à l'école</i>). 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."

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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., <i>Bonjour</i> vs <i>Namaste</i>). 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	Develop correct pronunciation and familiarize with French phonetic sounds.	CO1
2	Introduce oneself and greet others using simple French expressions.	CO1
3	Understand and pronounce numbers and dates in French.	CO1
4	Identify and use vocabulary for days, months, and seasons correctly.	CO2
5	Write and present a personal profile using basic adjectives and verbs.	CO2
6	Build basic vocabulary of classroom and everyday objects.	CO2
7	Comprehend simple spoken French through audio exercises.	CO3
8	Describe family members using possessive adjectives and vocabulary.	CO3
9	Describe one's daily routine using present tense verbs.	CO3
10	Form and answer basic questions using correct grammar structures.	CO3

	Course Outcome	CL	Lab Sessions
CO1	Recognize and pronounce basic French sounds, alphabets, and commonly used vocabulary.	1	4
CO2	Discuss the ability to introduce oneself and exchange basic personal information in French.	2	4
CO3	Apply basic French grammar rules (articles, nouns, adjectives, present tense verbs) to form simple sentences.	3	4


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Department of Basic Sciences and Humanities

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

Semester-I **Foreign language German(Level -1)(BSH41X09)**

Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2 (P)	-	-	CA	25
Duration of ESE : 1Hrs		-	-	ESE(MCQ)	25
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1	To identify basic alphabets and their primary function..
2	To enable students to describe campus life and identify classroom/lab tools in German.
3	To engage in basic conversational exchange Ex. Introduction ,Ordering Foods etc

Course Contents

Unit I	Introduction to German and Self-Introduction: German alphabets and pronunciation, Greetings and farewells, Introducing yourself and others, Numbers (1–100), days, months, and time, Countries, nationalities, and languages, Professions and engineering branches, Personal information (name, age, origin) Activities: 1. Practice basic conversation and personal information. 2. Write personal information in German.
Unit II	University Life and Technical Environment: Daily routine of a student, University places and classroom objects, Laboratory tools and instruments, Common classroom instructions, Days of the week and timetable vocabulary, Verbs related to learning and studying, Campus map and giving directions. Activities: 1. Identify lab and classroom tools in German. 2. Understand and respond to classroom instructions in German.
Unit III	Describing Objects and Basic Technical Processes: Common electronic devices and tools, Technical functions and processes, Materials (metal, plastic, wood, etc.), Colors, shapes, and sizes, Modal verbs in technical context (can, must), Product features and basic specifications, Reading simple product labels/manuals. Activities: 1. Describe a technical object in simple German. 2. Match devices with their functions in German.

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)

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Reference Books	
1	German Made Simple by Arnold Leitner
2	Schritte International Neu A1.1 by Daniela Niebisch et al.
3	Technical German: Vocabulary and Reading Texts by Routledge
Useful Links	
1	https://onlinecourses.nptel.ac.in/noc21_hs30/unit?unit=1&lesson=1
2	https://onlinecourses.nptel.ac.in/noc21_hs30/unit?unit=3&lesson=1
3	https://onlinecourses.nptel.ac.in/noc21_hs30/unit?unit=6&lesson=1

Exp. No.	LIST OF EXPERIMENTS	CO
1	To develop basic vocabulary recall and understanding of common German words..	CO1
2	To accurately pronounce the German alphabet and associate it with basic vocabulary.	CO1
3	To enable students to give basic personal information in German.	CO1
4	To develop listening comprehension and writing skills with numbers in German.	CO2
5	To build vocabulary through visual association.	CO2
6	To help students learn and sequence days of the week and months in German..	CO2
7	To practice basic conversational structures and greetings in German	CO3
8	To understand and practice correct German sentence structure.	CO3
9	To recognize and name colors in German through real-world application..	CO3
10	To describe daily weather using simple German phrases.	CO3

CO	Course Outcomes	CL	Lab Sessions
CO1	Identify and 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	Formulate grammatically correct simple sentences using appropriate articles, verbs, and personal pronouns.	4	4


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Department of Basic Sciences and Humanities

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

Semester-I **Foreign Language Japanese-Level 1:BSH41X10**

Teaching Scheme		Examination Scheme(Th)		Examination Scheme(P)	
Theory(Th)	-	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2 (P)	-	-	CA	25
Duration of ESE : 1Hrs		-	-	ESE(MCQ)	25
		-	-	Total Marks	50 Marks

Pre- Requisites: NA

Course Objectives:

1. To Explain students the basics of the Japanese language and writing system.
2. To Construct Sentence in simple Japanese in academic and day-to-day contexts.
3. To develop cultural sensitivity and basic Japanese vocabulary relevant to technology and professional life.

Course Contents

Unit I	Introduction to Japanese & Hiragana Script: Covers Japanese language basics, culture, Hiragana script, greetings, self-introduction, and classroom phrases.
	Activities: 1. Hiragana writing practice (worksheets and pronunciation drills) 2. Pair activity: Introducing each other. 3. Listening to audio samples for pronunciation practice
Unit II	Katakana Script & Numbers: Focuses on Katakana script, technical words, numbers, dates, days, and time-related expressions for basic daily communication.
	Activities: 1. Flashcard games with Katakana words Speaking practice: saying phone numbers, time, and dates Matching Katakana words with English meanings
Unit III	Basic Grammar & Sentence Construction: Introduces sentence structure, key particles, basic verbs, and vocabulary to form simple positive, negative, and question sentences.
	Activities: 1. Fill-in-the-blank grammar exercises 2. Speaking practice with simple sentence patterns. 3. Dialogue practice with partners.

Text Books


T.1	Minna no Nihongo – Shokyu I (Main Textbook)
T.2	Nihongo Kana Workbook” by AJALT
T.3	Japanese for Busy People I (Revised Kana Version)– AJALT

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Reference Books	
R.1	Let's Learn Hiragana – Yasuko Kosaka Mitamura
R.2	Let's Learn Katakana – Yasuko Kosaka Mitamura
R.3	A Dictionary of Basic Japanese Grammar– Seiichi Makino & Michio Tsutsui
Useful Links	
1	https://onlinecourses.nptel.ac.in/noc19_hs52/preview
2	https://www.youtube.com/playlist?list=PLbMVogVj5nJRmUIVaKDlcYHdecA_WFLVv

Exp. No.	LIST OF EXPERIMENTS	CO
1	To correctly write and pronounce all Hiragana characters with proper stroke order.	CO1
2	To confidently introduce oneself using basic Japanese phrases.	CO1
3	To practice and use common Japanese greetings in conversation.	CO1
4	To correctly write and recognize all Katakana characters and their usage.	CO2
5	To identify and match Katakana characters with common loanwords.	CO2
6	To read, write, and pronounce Japanese numbers from 0 to 1000 accurately.	CO2
7	To create and present a daily schedule using Japanese time expressions.	CO3
8	To form simple sentences correctly using basic Japanese particles.	CO3
9	To use essential Japanese verbs in affirmative and negative sentences.	CO3
10	To describe classroom objects and people using basic Japanese vocabulary and sentence structures.	CO3

CO	Course Outcomes	CL	Lab Sessions
CO 1	Recognize Hiragana characters and basic expressions for greetings and Self-introduction in Japanese.	2	4
CO 2	Use Katakana and numerical expressions in simple daily and academic contexts.	3	4
CO 3	Construct basic Japanese sentences using correct grammar and vocabulary.	4	4


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Department of Basic Sciences and Humanities

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

Semester-II **Art & Craft (BSH42Y01)**

Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2 (P)	-	-	CA	25
Duration of ESE : 1Hrs		-	-	ESE(MCQ)	25
		-	-	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	Basics of Art & Visual Expression : Introduction to Art: Importance, History & Types, Elements of Art: Line, Shape, Color, Texture, Space, Form, Principles of Design: Balance, Contrast, Emphasis, Unity, Rhythm, Proportion, Basic Sketching & Shading Techniques, Color Theory: Primary, Secondary, Complementary, Warm & Cool Colors
	Activities: 1) Drawing from observation (e.g., still life, objects) 2) Color wheel creation and experiments 3) Sketching exercises using pencil/charcoal
Unit II	Craft Techniques & Material Exploration : Introduction to Craft: Utility vs. Aesthetic, Paper Craft: Origami, Paper Cutting, Quilling, Clay & Terracotta Basics: Modeling and small sculptures, Textile Art Basics: Weaving, Fabric Painting, Thread Work, Recyclable Material Art: Eco-friendly crafts.
	Activities: 1) Create handmade paper models or decorative pieces 2) Clay-based miniature modeling 3) Craft project using waste/recyclable materials
Unit III	Applied Art & Thematic Project Work : Composition and Layout Design, Poster, Greeting Card, and Decorative Board Design, Introduction to Collage & Mixed Media Art, Basics of Perspective Drawing, Group Thematic Craft Installation.
	Activities: 1) Design a themed poster or card (e.g., environment, innovation) 2) Group art/craft project (wall decor, installation) 3) Portfolio preparation and peer presentation

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.

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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 BSH42Y01)		
1	Develop basic sketching and shading techniques using various pencils.	CO1
2	Understand and apply the color theory through a hand-drawn color wheel.	CO1
3	Identify and create different textures using rubbing techniques.	CO2
4	Design a composition using elements and principles of art.	CO2
5	Learn the art of paper folding through origami craft	CO2
6	Model simple shapes and figures using clay or terracotta.	CO2
7	Create decorative designs on fabric using fabric painting techniques.	CO3
8	Design eco-friendly crafts using recyclable materials.	CO3
9	Create an effective poster using layout, typography, and theme.	CO3
10	Collaborate on a group thematic installation using mixed media.	CO3

CO	Course Outcome	CL	Class Sessions
CO1	Identify and explain the fundamental concepts, elements, and principles of art, craft, and poster design.	2	4
CO2	Understand appropriate tools, materials, and techniques and describe their application in various contexts.	2	4
CO3	Apply learned skills to create and present original art, craft, and poster projects with real-world relevance.	3	4


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Department of Basic Sciences and Humanities

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

Semester-II **Poster & Video Design (BSH42Y02)**

Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2 (P)	-	-	CA	25
Duration of ESE : 1Hrs		-	-	ESE(MCQ)	25
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1. Understand the fundamental elements and layout of poster design.
2. Learn the basics of video creation using mobile or simple editing tools.
3. Combine poster and video elements to communicate a central theme effectively.

Course Contents

Unit I	Basics of Poster Design:- This unit introduces students to the fundamentals of poster making. It covers layout, typography, color scheme, visual balance, and how to communicate a clear message through visual design. Students will practice creating posters by hand or using simple digital tools.
	Activities: 1) Identify and label key components of a sample poster (title, image, text, logo). Color wheel creation and experiments 2) Create a hand-drawn or digital poster on a given topic (e.g., "Save Trees", "Say No to Plastic").
Unit II	Introduction to Video Design: This unit introduces the concept of video creation using simple tools like mobile phones or basic video editing apps. Students learn to capture footage, apply transitions, and add simple effects like titles and background music.
	Activities: 1) Record a short video clip (30–60 seconds) on a personal or social theme (e.g., “My School”, “Clean Surroundings”). 2) Edit the video to include a title, background music, and transition effects using beginner-friendly apps (e.g., Canva, InShot, Kinemaster).
Unit III	Integrating Poster and Video for Thematic Presentation:- This unit focuses on combining poster and video design skills to convey a unified message. It encourages students to apply creativity and teamwork in developing a complete thematic presentation, often aligned with awareness campaigns or school projects.
	Activities: 1) Develop a themed campaign (e.g., “Save Water”) and create both a poster and video for it. 2) Present the poster and video together as a project in a classroom exhibition or group activity.

Text Books

T.1	Design Basics” by David A. Lauer and Stephen Pentak
T.2	“The Bare Bones Camera Course for Film and Video” by Tom Schroepel

Reference Books


R.1	Graphic Design School by David Dabner – Covers basics of poster design, layout, typography, and visual composition.
R.2	Video Basics by Herbert Zettl – Introduces fundamental concepts of video production including shooting, editing, and storytelling.

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Useful Links	
1	https://archive.org/details/graphicdesignsch0000dabn_w8d3
2	https://archive.org/details/videobasics0000herb

LIST OF EXPERIMENTS Poster & Video Design (BSH42Y02)		
1	Identify and label key elements of a poster.	CO1
2	Design a simple hand-drawn poster on a given theme.	CO1
3	Record a short video clip on a chosen topic.	CO2
4	Add titles and background music to a video using editing tools.	CO2
5	Create a thematic poster and video based on a selected theme.	CO2
6	Collaborate to present poster and video projects effectively.	CO2
7	Apply color theory to enhance poster design.	CO3
8	Develop a storyboard to plan video sequences.	CO3
9	Experiment with typography to improve poster readability.	CO3
10	Use basic effects and transitions to enhance video editing.	CO3

CO	Course Outcome	CL	Class Sessions
CO1	Explain how a clear message and structured layout contribute to effective poster design.	2	4
CO2	Describe the purpose of editing techniques like transitions and titles in videos.	2	4
CO3	Use learned skills to create and present original art, craft, and poster projects with real-world relevance.	3	4


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Department of Basic Sciences and Humanities

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

Semester-II	Integrated Personality Development (BSH42Y03)				
Teaching Scheme	Examination Scheme (Th)			Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2 (P)	-	-	CA	25
Duration of ESE : 1Hrs	-	-	-	ESE(MCQ)	25
	-	-	-	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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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
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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	Lab Sessions
CO1	Describe personal strengths, weaknesses, values, and time management skills to set and achieve SMART goals effectively.	2	4
CO2	Demonstrate effective communication and interpersonal skills including verbal/non-verbal communication, active listening, and empathy to manage conflicts.	3	4
CO3	Apply emotional intelligence competencies and different leadership styles to build and lead teams successfully.	3	4


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Department of Basic Sciences and Humanities

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

Semester-II Sports (Outdoor & Indoor): BSH42Y04

Teaching Scheme	Examination Scheme(Th)	Examination Scheme(P)
Theory (Th)	-	-
Practical (P)	2Hrs/week	-
Total Credits	2 (P)	CA
Duration of ESE : 1Hrs	-	ESE(MCQ)
	-	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	<p>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).</p> <p>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.</p>
Unit II	<p>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.</p> <p>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.</p>
Unit III	<p>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.</p> <p>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.</p>

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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	Evaluate overall physical fitness by measuring strength, endurance, and flexibility.	CO1
2	Measure and improve the speed of response to visual or auditory stimuli.	CO1
3	Assess and enhance hand-eye coordination for better sports performance.	CO1
4	Measure and improve agility and quickness through timed movement drills.	CO2
5	Develop control, accuracy, and skill in dribbling and passing in team sports.	CO2
6	Improve precision and consistency in serving techniques in racket sports.	CO2
7	Build muscular strength and endurance using bodyweight exercises.	CO3
8	Enhance concentration, strategic thinking, and decision-making skills.	CO3
9	Improve speed, coordination, and teamwork in a competitive environment.	CO3
10	Assess and improve flexibility through regular yoga practice.	CO3

CO	Course Outcomes	CL	Lab Sessions
CO1	Understand basic fitness principles and sports fundamentals.	2	4
CO2	Implement teamwork and strategic skills in outdoor sports.	3	4
CO3	Use technical skills and focus on individual sports.	3	4


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Department of Basic Sciences and Humanities

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

Semester-II **Indian Cuisine: BSH42Y05**

Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2 (P)	-	-	CA	25
Duration of ESE : 1Hrs		-	-	ESE(MCQ)	25
		-	-	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: Divide students into 5 groups. Assign each group a historical period: <ol style="list-style-type: none"> 1) Ancient India 2) Medieval India 3) Colonial Period (Portuguese, British, French) 4) Post-Independence India 5) 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: 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

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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	<ol style="list-style-type: none"> Provide samples of grains, flours, and lentils. Students document: <ul style="list-style-type: none"> Physical appearance Cooking methods Regional use (e.g., bajra in Rajasthan, rice in Tamil Nadu) Nutritional importance 	CO2
5	Cooking Technique Demonstration- <ul style="list-style-type: none"> Slow cooking (open pot on flame) Pressure cooking 	CO2
6	<ol style="list-style-type: none"> Demonstration or Home Assignment: <ul style="list-style-type: none"> Start a basic idli/dosa batter fermentation (record time, smell, rise) OR prepare traditional pickle (salt, oil, sun-drying) Documentation: <ul style="list-style-type: none"> Time required Signs of fermentation (bubbles, aroma) 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 <ol style="list-style-type: none"> Provide samples of grains, flours, and lentils. Students document: <ul style="list-style-type: none"> Physical appearance Cooking methods Regional use (e.g., bajra in Rajasthan, rice in Tamil Nadu) Nutritional importance 	CO5
10	Explore aesthetic and cultural thali presentation.	CO5



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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	Interactive English (Level-2) (BSH41Y06)				
Teaching Scheme	Examination Scheme(Th)		Examination Scheme(P)		
Theory (Th)	-	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2 (P)	-	-	CA	25
Duration of ESE : 1Hrs	-	-	-	ESE(MCQ)	25
	-	-	-	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 : <ol style="list-style-type: none"> 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 : <ol style="list-style-type: none"> 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.

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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 : <ol style="list-style-type: none"> 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	<i>Functional English</i> Author: Dr. R. P. Bhatnagar & R. T. Bell Publisher: Macmillan India
2	<i>English for Engineers and Technologists</i> 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	<i>English for Effective Communication</i> 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

CO	Course Outcomes	CL	Lab Sessions
1	Recall basic rules of sentence structure, paragraph writing, and types of formal/informal texts.	1	4
2	Interpret the use of modal verbs and distinguish between verbal and non-verbal communication cues in formal situations.	2	4
3	Apply group discussion strategies and role-based techniques to actively participate and lead in dynamic discussion settings.	3	4



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Department of Basic Sciences and Humanities

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

Semester-II	Gateway to Competitive Exams (Level-2) (BSH41Y07)				
Teaching Scheme	Examination Scheme(Th)			Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2 (P)	-	-	CA	25
Duration of ESE : 1Hrs	-	-	-	ESE (MCQ)	25
	-	-	-	Total Marks	50 Marks

Pre-Requisites:

Course Objectives:

- 1 To strengthen problem-solving skills in quantitative, verbal, and logical reasoning at an advanced level.
- 2 To build advanced skills in quantitative aptitude, logical reasoning, and verbal ability.
- 3 To familiarize students with exam patterns, time management, and problem-solving strategies.

Course Contents

Unit-I	Quantitative Aptitude & Logical Reasoning Permutations & Combinations, Probability, Geometry & Mensuration, Data Interpretation: Graphs, Tables, Charts.
Unit-II	Verbal Ability & Current Affairs Reading Comprehension :Long & Inference-Based Passages, Sentence Correction, Error Spotting, Idioms, Phrases, and Advanced Vocabulary.
Unit III	Preparation Strategy & Exam Mapping strength to specific exams, Detailed Discussion of Commonly Asked Questions

Text Books

1	Quantitative Aptitude for Competitive Examinations” by <i>R.S. Aggarwal</i>
2	“A Modern Approach to Verbal and Non-Verbal Reasoning” by <i>R.S. Aggarwal</i>

Reference Books

1	Objective General English” by <i>S.P. Bakshi</i> (Arihant Publications)
2	The Hindu / Indian Express (Editorial section) – For comprehension and current events.

Useful Links

1	https://nptel.ac.in/courses/109104107
2.	https://youtu.be/PuMX30xZktE?feature=shared

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List of Experiment		
1.	Understand the formulas and concepts of permutations, combinations, and probability in quantitative aptitude.	CO1
2.	Study various types of data representation methods including graphs, tables, and pie charts.	CO1
3.	Learn common grammar rules, idioms, and phrases used in verbal ability sections.	CO1
4.	Explore the principles of geometry and mensuration used in competitive exam questions.	CO2
5.	Examine techniques for solving data interpretation problems from visual data.	CO2
6.	Build a strong vocabulary base through word meanings, synonyms, antonyms, and usage.	CO2
7.	Understand how to plan a preparation strategy based on individual exam strengths and goals.	CO2
8.	Develop techniques for solving long and inference-based reading comprehension passages.	CO3
9.	Practice solving logical reasoning problems based on real-life quantitative situations.	CO3
10.	Analyze the structure and pattern of previous year questions for effective exam readiness. analyze the structure and pattern of previous year questions for effective exam readiness.	CO3

CO	Course Outcomes	CL	Lab Sessions
1	Recall fundamental concepts of quantitative aptitude, verbal ability, and competitive exam patterns.	1	4
2	Explain problem-solving approaches for aptitude, interpret verbal passages, and describe exam structures.	2	4
3	Apply analytical, verbal, and strategic skills to solve questions and implement effective exam strategies.	3	4



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Department of Basic Sciences and Humanities

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

Semester-II	Foreign Language-French(Level-2) BSH41X08				
Teaching Scheme		Examination Scheme (Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2 (P)	-	-	CA	25
Duration of ESE : 1Hrs		-	-	ESE(MCQ)	25
		-	-	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.
Unit III	Travel and Transport: Public transportation, Booking tickets, Asking for information, Vocabulary related to maps, metros, stations.
	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.

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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:- <ol style="list-style-type: none"> 1. Label the Tools: Give pictures of tools or machines. Students label them with the correct French words (<i>le tournevis, l'ordinateur</i>). 2. Simple Process Writing: Students write 3–4 simple steps in French describing how a fan or light bulb works using phrases like <i>d'abord, ensuite, enfin</i>.
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:- <ol style="list-style-type: none"> 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 <i>Je voudrais un sandwich, s'il vous plaît</i>.
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	CL	Lab Sessions
CO1	Understand and respond to spoken French in familiar and routine contexts such as directions, travel, and schedules.	2	4
CO2	Apply in basic conversations using appropriate expressions in daily and semi-professional scenarios (e.g., hotel, email, ticket booking).	3	4
CO3	Illustrate short, simple texts and messages relevant to engineering or technical environments.	3	4


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Department of Basic Sciences and Humanities

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

Semester-II Foreign language German (Level -2) (BSH41Y09)

Teaching Scheme		Examination Scheme(Th)		Examination Scheme(P)	
Theory (Th)	-	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2 (P)	-	-	CA	25
Duration of ESE : 1Hrs		-	-	ESE(MCQ)	25
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1.	To analyse sentence pattern & correct Usage of verb, article, tenses.
2.	To equip students with vocabulary and language skills required for understanding and creating simple technical texts.
3.	To help students communicate effectively in academic and professional scenarios using German.

Course Contents


Unit I	Intermediate Grammar and Sentence Formation:- Verb conjugation in present and past tense (regular and irregular), Modal verbs (dürfen, müssen, können, sollen, wollen), Sentence structure with time-manner-place order, Negation using "kein" and "nicht", Use of conjunctions (weil, dass, aber, oder, denn)
	Activities: 1. Grammar drills with engineering-related examples 2. Sentence transformation exercises
Unit II	Technical Vocabulary and Instructions: Vocabulary for tools, materials, and common technical processes, Reading and understanding basic technical texts/manuals in German, Writing simple instructions and descriptions (e.g., lab steps, machinery use), Use of passive voice in technical writing.
	Activities: 1. Translate short technical manuals 2. Write step-by-step instructions in German
Unit III	Communication in Academic and Work Settings: Email writing (formal and informal), Filling out forms, writing a short CV in German, Describing educational background and job roles, Participating in basic interviews and conversations at the workplace.
	Activities: 1. Mock job interviews in German 2. Writing and presenting an academic or internship profile

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Text Books	
T.1	Netzwerk A2: Deutsch als Fremdsprache – Kurs- und Arbeitsbuch mit 2 Audio-CDs
T.2	Technisches Deutsch: Lehr- und Arbeitsbuch für technische Studiengänge und Berufe
T.3	Berliner Platz 2 NEU: Deutsch im Alltag – Kurs- und Arbeitsbuch mit CD zum Einlegen A2
Reference Books	
R.1	fürs Goethe-Zertifikat A2: Deutschprüfung für Erwachsene – Übungs- und Testbuch mit CD
R.2	chsprache Technik: Deutsch für das technische Berufsfeld – Wortschatz und Übungen
R.3	Menschen im Beruf – Bewerbungstraining A2/B1: Deutsch für den Beruf
Useful Links	
1	NPTEL German A2 Grammar – Lecture 1 (IIT Madras)
2	Goethe-Institut – Technical German Vocabulary
3	DW Learn German – B1 Workplace and Job

Sheet No.	List of Experiments (Foreign language German(Level -2)(BSH41Y09))	
1	To practice conjugation of regular and irregular verbs used in daily engineering scenarios.	CO1
2	To apply modal verbs (<i>müssen, dürfen, können</i>) in workplace contexts such as lab safety and team work.	CO1
3	To construct grammatically correct sentences using time–manner–place word order.	CO1
4	To form complex sentences using connectors like <i>weil, dass, aber, and denn</i> in academic statements.	CO2
5	To identify and match German terms for tools, machines, and materials with images and English equivalents.	CO2
6	To translate a short user manual or process chart into German using relevant vocabulary and passive voice.	CO2
7	To write step-by-step technical instructions (e.g., assembling a circuit) in simple German sentences.	CO3
8	To complete a Lebenslauf (CV) and job/internship application form in German, using personal and academic details.	CO3
9	To compose formal and informal emails related to university, internship, and project communication.	CO3
10	To simulate a basic job/internship interview and respond to questions about education, skills, and experience.	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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TULSIRAMJI GAIKWAD-PATIL COLLEGE OF ENGINEERING & TECHNOLOGY

Wardha Road, Nagpur - 441108

Accredited with NAAC A+ Grade & NBA Accredited (EE, ME, CE & ECE)

Approved by AICTE, New Delhi, Govt. of Maharashtra

(An Autonomous Institution Affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur)



Department of Basic Sciences and Humanities

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

Semester-II

Foreign Language Japanese- Level-2 :BSH41Y010

Teaching Scheme		Examination Scheme(Th)		Examination Scheme(P)	
Theory(Th)	-	-	-	-	-
Practical (P)	2Hrs/week	-	-	-	-
Total Credits	2 (P)	-	-	CA	25
Duration of ESE : 1Hrs		-	-	ESE(MCQ)	25
		-	-	Total Marks	50 Marks

Pre-Requisites: NA

Course Objectives:

1. To Learn to read and write basic Kanji characters and expand vocabulary related to daily life and technical contexts.
2. To Understand and apply past tense verb forms, adjective conjugations, and compound sentence structures.
3. To Develop communication skills through practical dialogues and improve listening comprehension in everyday scenarios.

Course Contents


Unit I	Foundations of Kanji and Vocabulary Expansion- Learn about 50 basic Kanji characters and expand vocabulary related to daily life and technical topics. Practice reading, writing, and using polite verb forms.
	Activities: <ol style="list-style-type: none"> 1. Flashcard Games: Use digital or physical flashcards for vocabulary and Kanji recognition. 2. Vocabulary Matching: Match Kanji with their meanings and pronunciations in pairs or groups. 3. Sentence Formation: Create simple sentences using new vocabulary and polite verb forms.
Unit II	Mastering Grammar and Sentence Building- Study past tense verbs, adjectives, and compound sentence structures. Practice connecting sentences using key particles and forming grammatically correct expressions.
	Activities: <ol style="list-style-type: none"> 1. Grammar Worksheets: Exercises on past tense verbs, adjectives, and particle usage. 2. Sentence Rearrangement: Rearrange jumbled words to form correct sentences. 3. Pair Practice: Students construct sentences using given verbs/adjectives and exchange with partners for correction.

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Unit III	Practical Japanese Communication and Listening Skills- Develop practical communication skills through role-plays and dialogues about shopping, travel, and daily interactions. Improve listening comprehension with real-life audio exercises.
	Activities: 1. Role-Playing: Simulate real-life situations like shopping, travel, or making phone calls. 2. Dialogue Practice: Students practice scripted dialogues and then create their own variations. 3. Cultural Discussion: Discuss differences in formal/informal communication and appropriate contexts.

Text Books	
T.1	Minna no Nihongo – Elementary II (Second Edition) by 3A Network (Editors)
T.2	Genki II: An Integrated Course in Elementary Japanese by Eri Banno, Yoko Ikeda, Yutaka Ohno, Chikako Shinagawa, Kyoko Tokashiki
T.3	<i>NihonGO Performing Japanese Culture – Level 2 Volume 2</i> by Mari Noda, Patricia J. Wetzel, Ginger Marcus, Stephen D. Luft, Shinsuke Tsuchiya
Reference Books	
R.1	<i>A Dictionary of Basic Japanese Grammar</i> by Seiichi Makino & Michio Tsutsui
R.2	<i>A Dictionary of Japanese Particles</i> by Sue A. Kawashima
R.3	<i>Basic Kanji Book Vol. 2</i> by Chieko Kano, Eriko Ishii, Hiroko Takenaka, Kana Sato
Useful Links	
1	https://onlinecourses.nptel.ac.in/noc20_hs83/preview
2	https://onlinecourses.nptel.ac.in/noc22_hs118/preview
3	https://onlinecourses.nptel.ac.in/noc24_hs121/preview

LIST OF EXPERIMENTS (Japanese Language: BSH41Y010)		
1	To identify and write 50 basic Kanji characters using correct stroke order.	CO1
2	To practice and reinforce vocabulary related to daily life and basic technical terms.	CO1
3	To create a written and spoken self-introduction using learned Kanji and ます - form verbs.	CO1
4	To construct grammatically correct sentences using past tense verb forms.	CO2
5	To apply い and な adjectives in positive and negative descriptive sentences.	CO2
6	To form compound sentences using the て -form to link multiple actions.	CO2
7	To simulate a shopping conversation using correct expressions and polite form.	CO3
8	To improve listening skills by answering questions based on Japanese audio clips.	CO3
9	To practice using appropriate speech styles in different social situations through role-play.	CO3
10	To describe one's daily routine using learned vocabulary, time expressions, and polite sentence structures..	CO3


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Reference Books	
1	Personality Development And Soft Skills by BarunK .Mitra.
2	The Magic of Thinking Big by David J.Schwartz
UsefulLinks	
1	https://nptel.ac.in/courses/108/104/108104139/
2	http://nptel.ac.in/courses/117107095

CO	Course Outcomes	CL	Lab Sessions
CO1	Identify 50 basic Kanji characters and use expanded vocabulary to form simple sentences with at least 80% accuracy.	1	4
CO2	Explain grammatically correct sentences using past tense verbs, adjectives, and compound structures in 4 out of 5 attempts.	2	4
CO3	Apply effectively in everyday conversations and demonstrate listening comprehension by correctly responding to 75% of related tasks.	3	4

				July, 2025	4.00	Applicable for AY 2025-26 Onwards
Chairperson	Dean Academics	Vice Principal	Principal	Date of Release	Version	