



CHAITANYA BHARATHI INSTITUTE OF TECHNOLOGY

An Autonomous Institute | Affiliated to Osmania University
Kokapet Village, Gandipet Mandal, Hyderabad, Telangana-500075, www.cbit.ac.in



COMMITTED TO
RESEARCH,
INNOVATION AND
EDUCATION

47
years

Department of English

Minutes of the Board of Studies (BoS)

Date: 27.04.2026

Minutes of the 9th meeting of the Board of Studies (BoS) in English, held on Monday, 27 April 2026 at 11:00 AM in the Employability Skills Lab 1, M Block, Ground Floor, CBIT, Hyderabad.

External BoS Members: -

1. Dr. Parvathi Vudumla, Professor, Department of Humanities & Social Sciences, JNTUH.
2. Dr. Parimala Kulkarni, Professor, University College of Arts & Social Sciences, Osmania University.
3. Dr. J. Mathavi, Associate Professor, Dept of English, University College of Arts & Social Sciences, Osmania University.
4. Mr. Anil Nair, Founder & CEO, Anil Nair Classes.
5. Mr. Sreekar Sannapareddy, Co-Founder & CEO, Gradvine Advisors Pvt.Ltd..

Internal Members : -

1. Dr. A Vijaya Lakshmi, Sr. Assistant Professor, English
2. Mr. Srinivas Andoju, Sr. Assistant Professor, English
3. Dr.Shagufta Parween, Assistant Professor & Head, English
4. Dr.Shirisha Deshpande, Assistant Professor, English
5. Mr. V. Laxman, Assistant Professor, English
6. Dr. Nandigama Madhu, Assistant Professor, English
7. Ms.Roshan Jameer MD, Assistant Professor, English
8. Dr.Saloman Raju Y, Assistant Professor, English
9. Dr.Temuzion Kumuja, Assistant Professor, English
10. Dr.M Samadhanam Emimal, Assistant Professor, English

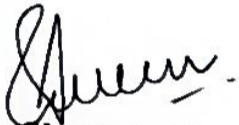
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| Opening Remarks | | Welcome address and Opening Remark by the Head & Chairperson, BoS, English, CBIT. |
| Item No. 1 | : | Introduction of the department faculty members. |
| Minutes | : | The HoD introduced all the faculty members of the department to the BoS members and briefed them about their academic roles and contributions towards syllabus revision. |
| Item No. 2 | : | Presentation of Revised Syllabi by the Course Coordinators. |
| Minutes | : | The Revised Syllabi of following course were presented 1. Communicative English -26EGM01 2. Communication Skills Lab -26EGC02 3. Employability Skills-26EGC03 4. Indian Constitution -26EGM01 5. Technical Writing Skills-26EGO01 6. Gender Sensitization - 26EGO02 7. Indian Traditional Knowledge - 26EGO03 8. Art & Craft of Filmmaking - 26EGO04 |
| Item No. 3 | : | Discussion and approval of proposed R26 B.E./B.E.Tech syllabus and CO PO matrix of Communicative English -26EGM01. |
| Minutes | : | 1. The change the title of the Course from ‘English’ to ‘Communicative English’ was approved by the BoS members. 2. After detailed discussion regarding the Reading Tasks (I to V, one for each unit), it was concluded that different types of writing materials were included to provide students with exposure to various forms of writing. The tasks were also intended to enhance critical thinking, life-coping skills, and awareness of several useful topics relevant to students. The BoS members asked the course coordinator to provide the required reading material and conduct an orientation for the faculty handling the subject to ensure effective delivery and attainment of the expected outcomes 3. Dr. Parvathi Vudumla suggested the course coordinator to rephrase all the course objectives and course outcome for more clarity. |
| Item No. 4 | : | Discussion and approval of proposed R26 B.E./B.E.Tech syllabus and CO PO matrix of Communication Skills Lab -26EGC02. |
| Minutes | : | 1. The BoS members approved the change in the title of the course from “English Lab” to “Communication Skills Lab”. 2. The BoS members also suggested rearranging the activities for the ICS |

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| | | <p>lab as follows:</p> <p>Activity 1: Role Play Activity 2: Group Discussion Activity 3: Debate Activity 4: Poster Presentation Activity 5: Public Speaking</p> <p>3.The revised rubrics for the lab activity evaluation was also approved by the BoS members.</p> |
| Item No. 5 | : | Discussion and approval of proposed of R26 B.E./B.E.Tech syllabus and CO PO matrix Employability Skills-26EGC03. |
| Minutes | : | <ol style="list-style-type: none"> 1. The BoS members raised a remark regarding the inclusion of Group Discussion in both the I Year English Lab and ES Lab. In response, it was justified that the Group Discussion activity in the I Year Lab focuses on developing students' communication skills, whereas in the ES Lab it is designed to prepare students for placement processes, emphasizing advanced group discussion skills inclusive of complex GD topics and case studies. 2. It was suggested by BoS members to place the Resume Writing component before the Mini Project in Unit III. 3. BoS members also suggested that the topics be reorganized by placing Presentation Skills in Unit IV and Interview Skills in Unit V 4. In Unit III, under Resume Writing, it was suggested to include the use of AI in resume preparation, as it has become inevitable in the current scenario, enabling students to learn its effective and appropriate usage. 5. It was also recommended by BoS members to cover LinkedIn profile creation, focusing on professional presentation and keyword optimization for better career opportunities. 6. Mr. Anil Nair suggested the inclusion of the following two books under the Suggested Reading section "The Last Lecture" by Randy Pausch and Jeffrey Zaslow and "Questions Are the Answers: How To Get To 'Yes' In Network Marketing" by Allan Pease. |
| Item No. 6 | : | Discussion and approval of proposed R26 B.E./B.E.Tech syllabus and CO PO matrix of Indian Constitution -26EGM01 |
| Minutes | : | R26 B.E./B.E.Tech syllabus and CO PO matrix of Indian Constitution was |

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| | | approved by the BoS members |
| Item No. 7 | : | Discussion and approval of proposed R26 B.E./B.E.Tech syllabus and CO PO matrix of Technical Writing Skills-26EGO01 |
| Minutes | : | R26 B.E./B.E.Tech syllabus and CO PO matrix of Technical Writing Skills-26EGO01 was approved by the BoS members |
| Item No. 8 | : | Discussion and approval of proposed R26 B.E./B.E.Tech syllabus and CO PO matrix of Gender Sensitization - 26EGO02 |
| Minutes | : | <ol style="list-style-type: none"> 1. The BoS members suggested that the Gender Sensitization syllabus should maintain a gender-neutral approach and include topics addressing issues and challenges faced by all genders, including men, in the context of gender-related concerns. 2. The members also recommended incorporating recent changes in laws, along with contemporary social and legal issues, as part of the syllabus content. In response to these suggestions, the Course Coordinator informed the members that the revised syllabus already includes the above-mentioned components. |
| Item No. 9 | : | Discussion and approval of proposed R26 B.E./B.E.Tech syllabus and CO PO matrix of Indian Traditional Knowledge - 26EGO03 |
| Minutes | : | R26 B.E./B.E.Tech syllabus and CO PO matrix of Indian Traditional Knowledge was approved by the BoS members |
| Item No. 10 | : | Discussion and approval of proposed R26 B.E./B.E.Tech syllabus and CO PO matrix of Art & Craft of Filmmaking - 26EGO04. |
| Minutes | : | <p>The Course “Art & Craft of Filmmaking” was presented by Mr. Srinivas Andoju with an emphasis on the long-standing legacy of CBIT in nurturing filmmaking talent.</p> <p>The BoS members appreciated the efforts taken by Mr. Srinivas Andoju in introducing the course and made the following remarks and suggestions:</p> <ol style="list-style-type: none"> 1. The members suggested that the course should ideally be offered to II and III Year students, as introducing it in the final years may limit student engagement within the campus as they will be graduating soon. 2. Since the syllabus contains several technical components, the BoS members raised a concern regarding whether 3 hours per week would be sufficient to effectively cover all the topics. 3. The members recommended reducing the course content, keeping in view the time constraints of a single semester. 4. Dr. Parvathi appreciated the introduction of the course, stating that it |

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| | | <p>5. aligns well with the objectives of the NEP 2020 and AICTE requirements. She also remarked that the syllabus is well-structured and standard in nature, and highlighted that the course would help students become more independent, innovative, and employable.</p> <p>6. The BoS members further emphasized the need for exclusive Film Making Labs and in-house equipment facilities covering both pre-production, Production and post-production facilities.</p> <p>7. The BoS members insisted that the evaluation pattern for the course should be more structured, as creative components such as sound, lighting, and editing skills cannot be assessed purely through theoretical methods. They advised careful planning for the practical implementation of the course, considering the possible operational challenges.</p> <p>8. Dr. Parimala Kulkarni suggested including Linda Hutcheon's <i>Theory of Adaptation</i> under the textbook/reference section of the course.</p> |
| Item No. 11 | : | Approval of R26 M.E./M.Tech syllabus of English for Research Paper Writing - 26EGAI01 |
| Minutes | : | R26 M.E./M.Tech syllabus of English for Research Paper Writing was approved by the BoS members |
| Item No. 12 | : | Approval of R26 M.E./M.Tech syllabus of Constitution of India - 26EGA102 |
| Minutes | : | R26 M.E./M.Tech syllabus of Constitution of India was approved by the BoS members. |
| Item No. 13 | : | Approval of R26 M.E./M.Tech syllabus of Stress Management by Yoga - 26EGAI03. |
| Minutes | : | R26 M.E./M.Tech syllabus of Stress Management by Yoga was approved by the BoS members |
| Item No. 14 | : | Approval of R26 M.E./M.Tech syllabus of Personality Development through Life's Enlightenment Skills - 26EGA 104 |
| Minutes | : | R26 M.E./M.Tech syllabus of Personality Development through Life's Enlightenment Skills was approved by the BoS members. |
| Item No. 15 | : | Discussion and approval of Communication Skills Lab rubrics |
| Minutes | : | Communication Skills Lab rubrics was approved by the BoS members |
| Item No. 16 | : | Discussion on teaching resources and methods |

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|-----------------------|---|---|
| Minutes | : | <ol style="list-style-type: none"> 1. The HoD informed Professor B. Vijaya from Osmania University suggested to include the text book "Communicative English and Employability Skills" to be published by Orient Swan, 2026 as the prescribed textbook for the course. In response, the BoS members stated that if the book covers all the components of the syllabus, then it can be given as text or else it can be included in 'Suggested Reading'. 2. The BoS members suggested providing adequate teaching resources, including curated reading materials, digital content, AI-based learning support, and access to film-making and multimedia equipment to ensure effective delivery of the courses. 3. The members also emphasized that the learning process should focus on enhancing students' communication, creativity, critical thinking, and employability skills. |
| Item No. 17 | : | Any other item with the permission of the chair |
| Vote of Thanks | : | There being no other item, the Meeting ended with a vote of thanks. |


Dr. Shagufta Parween
 Head, Department of English

Dr. Shagufta Parween
 Head
 Department of English
 CBIT (A), Hyderabad - 75

To
 The Principal, Vice Principal Academics, Director Academics, BoS Members and Faculty of
 the Department of English, for information and necessary action.



Date : 27.04.2026

Department of English

Department of English, 9th BoS meeting scheduled on Monday, 27 April 2026 in Employability Skills Lab-1, M-Block Ground floor, for the courses offered to B.E./B.E.Tech and M.E/M.Tech under R-26 regulation.

Members Present

| S.no | Name of the BoS Member | Signature with Date |
|------|---|-----------------------------|
| 1. | Dr. J. Madhavi, Associate Professor, Department of English, University College of Arts and Social Sciences, Osmania University | 27/4/2026 |
| 2. | Dr. Parvathi Vudumula, Professor, Department of Humanities & Social Sciences, JNTUH | Present online 27/4/2026 |
| 3. | Dr. Parimala Kulkarni, Professor, University College of Arts & Social Sciences, Osmania University | Parimala 27/4/2026 |
| 4. | Mr. Sreekar Sannapareddy, Co-Founder & CEO, Gradvine Advisors Pvt. Ltd., Hyderabad | Sreekar 27/4/2026 |
| 5. | Mr. Anil Nair, Founder & CEO, Anil Nair Classes | Anil Nair 27/4/26 |
| 6. | Dr.A.Vijayalakshmi, Assistant Professor (Sr) CBIT | Vijayalakshmi 27/4/26 |
| 7. | Mr. Srinivasulu Andoju, Assistant Professor (Sr) CBIT | Srinivasulu 27/4/2026 |
| 8. | Dr. Shagufta Parween, Chairperson BoS Assistant Professor (Head) CBIT | Shagufta 27/04/2026 |

Dr. Shagufta Parween, Chairperson BoS
Head, Department of English
Dr. Shagufta Parween
Head
Department of English
CBIT (A), Hyderabad - 75



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Members Present

| S.no | Name of the faculty Members | Signature with Date |
|------|---|----------------------------|
| 9. | Dr. Shirisha Deshpande, Assistant Professor | 27/4/26 |
| 10 | Mr. V.Laxman, Assistant Professor | V. Laxman 27/4/26 |
| 11 | Dr. N Madhu, Assistant Professor | 27/4/26 |
| 12 | Mrs. Roshan Jameer MD, Assistant Professor | 27/4/26 |
| 13 | Dr. Saloman Raju Yarlagadda, Assistant Professor | Y. Saloman Raju 27/4/26 |
| 14 | Dr. V.Temuzion Kumuja, Assistant Professor | Temuzion 27/4/26 |
| 15 | Dr. M. Samadhanam Emimal Assistant Professor | M. Samadhanam 27/4/26 |

27/04/2026
Dr. Shagufta Parween, Chairperson BoS
Head, Department of English

Dr. Shagufta Parween
Head
Department of English
CBIT (A), Hyderabad - 75

With effect from AY 2026-27

26EGC01

COMMUNICATIVE ENGLISH
(BE/B.Tech - Common to all Branches)

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|--------------------------------------|-----------------|
| Instruction | 2Hours per Week |
| Duration of Semester End Examination | 3 Hours |
| Semester End Examination | 60 Marks |
| CIE | 40 Marks |
| Credits | 2 |

Prerequisite:Basicknowledgeof English grammar and vocabulary and communicative abilities.

Course Objectives:The course is taught with the objectives of enabling the students to:

1. Improve their understanding of communication skills to apply in real life situations.
2. Equip themselves with Reading Comprehension strategies and texts and textuality
3. Enhance their writing skills through paragraphs, précis and essays by using cohesive devices for structural coherence.
4. Build tone and tonality for professional use through meaningful sentences.
5. Demonstrate knowledge of drafting formal reports to define, describe and classify the processes by following a proper structure.

Course Outcomes:

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

1. Create the awareness of communication skills in life and use in real life situations.
2. Apply effective reading techniques through critical reading exercises to reading comprehension and to support lifelong learning.
3. Develop; independently write well structured coherent paragraphs through précis writing.
4. Construct sentences clearly and comprehensively to write effective business letters and draft emails for a better professional communication.
5. Distinguish formal and informal reports and draft formal reports.

CO PO Articulation Matrix

| PO/PSO CO | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 |
|----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|
| CO 1 | | | | | 1 | 2 | 2 | 2 | 3 | 3 | 3 |
| CO 2 | | | | | 1 | 2 | 2 | 1 | 1 | 2 | 2 |
| CO 3 | | 1 | | | - | 2 | 2 | 1 | 1 | 2 | 1 |
| CO 4 | | 1 | | | - | 1 | 2 | 2 | 2 | 2 | 2 |
| CO 5 | | 1 | | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 |

UNIT-I: Dynamics of Communication

Introduction to communication; Process of communication; Types of communication: verbal and non-verbal; Barriers to communication; Intrapersonal, Interpersonal communication; Johari Window. Listening, Speaking, Reading, Writing, Communication, Study skills & Literary Appreciation.

Vocabulary & Grammar: The concept of Word Formation - Root words, Use of prefixes and suffixes to form derivatives, Standard abbreviations. Construction of Sentences

Reading Task I: Rene Descartes' "*I think therefore, I am*"

UNIT-II: Introduction to Reading

The Reading process, purpose, Analysis of different kinds of texts; Reading Comprehension; Techniques of comprehension – skimming, scanning, drawing inferences and conclusions. Practice with Critical Reading passages

Vocabulary and Grammar: Use of Synonyms and Antonyms, Tenses.

Reading Task II: Bertrand Russell's "*Knowledge and Wisdom*" (Essay)

UNIT-III: Introduction to Writing Skills

Paragraph Writing. – Structure and features of a paragraph; Précis writing

Vocabulary & Grammar: Use of Discourse Markers, Cohesion and Coherence in writing

Reading Task III: Rudyard Kipling's "*If*"

UNIT-IV: Professional Writing Skills

Professional Communication: Letter Writing – Structure, format of a formal letter; Letter of Request and Response, Drafting Emails.

Vocabulary and Grammar: Phrasal verbs, Subject-verb agreement in sentences

Reading Task IV: Chetan Bhagath's "*The Cut-off*"

UNIT-V: Professional Writing Skills: Engineering Specific Input.

Report writing – Importance, structure, elements & styles of formal reports; Writing a formal report.

Vocabulary and Grammar: Words often Confused, Common Errors.

Reading Task IV: *Nightfall in the City of Hyderabad* by Sarojini Naidu

Text Books:

1. Sanjay Kumar & PushpLata, "English Language and Communication Skills for Engineers", Oxford University Press, 2018.
2. "Language and Life: A Skills Approach", Board of Editors, 2018th Edition, Orient Black Swan, 2018.

Suggested Readings:

1. Ashraf, M Rizvi, "Effective Technical Communication", 3rd Edition, Tata McGraw-Hill, 2006.
2. Michael Swan, "Practical English Usage", Oxford University Press, 4th Edition, 2016.
3. Meenakshi Raman and Sangeetha Sharma, "Technical Communication: Principles and Practice" 3rd Edition, Oxford University Press, 2015.
4. Communicative English and Employability Skills, Dr. B. Vijaya, Orient Blackswan, 2026

26EGC02

COMMUNICATION SKILLS LAB
(BE/B.Tech - Common to all Branches)

| | |
|-----------------|--------------------|
| Instruction | 2 P Hours per Week |
| Duration of SEE | 3 Hours |
| SEE | 50 Marks |
| CIE | 50 Marks |
| Credits | 1 |

Prerequisite: Basic Knowledge of English Communication.

Course Objectives: This course will introduce the students

1. To nuances of Phonetics and give them sufficient practice in correct pronunciation through computer-aided multi-media instruction.
2. To the significance and application of word stress and intonation.
3. To sufficient practice in listening to English spoken by educated English speakers in different socio-cultural and professional settings.
4. To activities enabling them overcome their inhibitions while speaking in English with the focus being on fluency rather than accuracy.
5. To team work, role behaviour while developing their ability to use language appropriately, to discuss in groups and make presentations.

Course Outcomes:

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

1. Define the speech sounds in English and understand the nuances of pronunciation in English.
2. Produce speech with clarity and confidence using correct word stress, and intonation.
3. Achieve improved ability to listen, understand, analyse, and respond to English spoken in various settings.
4. Determine the context and speak appropriately in various situations.
5. Design effective posters collaboratively through creative decisions, give presentations, and efficiently participate in Group discussions.

CO-PO Articulation Matrix

| PO CO | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 |
|-------------|------|------|------|------|------|------|------|------|------|-------|-------|
| CO 1 | - | - | - | - | - | - | - | 1 | 1 | - | 1 |
| CO 2 | - | - | - | - | - | 1 | - | 1 | 2 | - | 1 |
| CO 3 | - | - | - | - | - | 1 | 1 | 1 | 2 | - | 1 |
| CO 4 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 3 | - | 1 |
| CO 5 | - | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 3 | 1 | 2 |

Exercises

Computer-Aided Language Learning Lab

1. **Introduction to English Phonetics:** Introduction to English Phonetics and organs of speech.
2. **Sound System of English:** Speech sounds- Vowels and Consonants - Basic phonetic transcription practice.

3. **Syllable Division and Word stress:** Introduction to syllables- structure of syllables - Rules of word stress.
4. **Intonation:** Types of Intonation, Practice in Articulation – MTI – Common Errors in pronunciation.
5. **Listening Skills:** understanding Listening- types of listening- Practice in Listening comprehension texts.

Interactive Communication Skills Lab

1. **Role Play** - Practicing the nuances of situational language, simulating the real-world conversations in a designed environment.
2. **Group Discussions** - Understanding the Dynamics and techniques of a Group Discussion, and Non-Verbal Communication.
3. **Debate** - Learning speaking dynamics in a formal discourse, discussion and oral addresses.
4. **Poster Presentation** – Working on a Theme, Poster preparation and presentation.
5. **Public Speaking** – Speaking with confidence and clarity in different contexts on various issues.

Text Books:

1. T Balasubramanian, “A Textbook of English Phonetics for Indian Students”, Macmillan, 2nd Edition, 2017.
2. J Sethi et al., “A Practical Course in English Pronunciation (with CD)”, Prentice Hall India, 2005.
3. Priyadarshi Patnaik, “Group Discussions and Interview Skills”, Cambridge University Press Pvt. Ltd., 2nd Edition, 2023.
4. Aruna Koneru, “Professional Speaking Skills”, Oxford University Press, 2018.

Suggested Reading:

1. “English Language Communication Skills – Lab Manual cum Workbook”, Cengage Learning India Pvt. Ltd., 2022.
2. KN Shoba& J. Lourdes Javani Rayen.“Communicative English – A workbook”, Cambridge University Press, 2019.
3. Sanjay Kumar& Pushp. Lata. “Communication Skills: A Workbook. Oxford University Press”, 2019.
4. Veerendra Mishra et al. “English Language Skills: A Practical Approach”, Cambridge University Press, 2020.

Suggested Software:

1. K-VAN Multi-Media Language Lab
2. TOEFL & GRE (KAPLAN, AARCO & BARRONS, USA, Cracking GRE by CLIFFS).
3. Digital All
4. Orell Digital Language Lab (Licensed Version).

| Subject: Communication Skills Lab | | Code:26EGC02 | | | | |
|-----------------------------------|--|---|--|--|---|---|
| S.No | Parameter | Outstanding | Good | Fair | Poor | Very Poor |
| 1 | Pre-Experiment Preparation (5M) | Thoroughly prepared with a clear understanding of the phonetic concepts or communication dynamics to be practiced. (5M) | Prepared for the lab session with clear objectives and a basic plan for the day's activity. (4M) | Adequately prepared but lacks a clear understanding of specific phonetic symbols or GD dynamics.(3M) | Minimal preparation; demonstrates little prior reading of the lab manual or instructions. (2M) | Lacks any preparation; completely unfamiliar with the scheduled lab exercise.(1M) |
| 2 | Experimentation (Skill Application) (5M) | Correctly applies phonetic transcription, stress, and intonation; leads Debates/Listening activities with optimized flow.(5M) | Solves linguistic tasks and conducts experiments with most test cases/scenarios handled correctly.(4M) | Applies skills with several errors in MTI or syllable division; participates passively in speaking tasks. (3M) | Struggles with basic speech sounds or listening texts; limited participation in activities.(2M) | Fails to apply basic communication principles or use the CALL lab software. (1M) |
| 3 | Post-Experiment Analysis (Viva/Inference) (5M) | Demonstrates deep insight into socio-cultural settings; answers all viva questions with high clarity.(5M) | Able to answer most questions regarding language nuances.(4M) | Unable to explain specific intonation types or listening inferences.(3M) | Unable to respond effectively to the instructor's questions.(2M) | Fails to demonstrate any learning outcome or answer basic questions on the exercise.(1M) |
| 4 | Record (10M) | Record is error-free, and engages readers with academic rigor.(10M) | Record is well-organized with clear visuals and standards.(8M) | Complete and adequate, but features poor grammar or lacks professional visual appeal.(6M) | Poor grammar and inadequate organization of written language or thoughts.(4M) | Incomplete, unclear, and fails to meet basic academic writing or design standards.(2M) |
| 5 | Conduct (Team Work) (5M) | Strictly follows code and conduct of the lab, professional ethics; Excellent team work in all activities.(5M) | Contributes to the team but with minor gaps in coordination.(4M) | Follows basic principles but fails to exhibit active teamwork or collaborative decision-making.(3M) | Follows minimum practices but shows poor engagement with peers during activity.(2M) | Does not follow lab etiquette; fails to participate in collaborative or team-based tasks.(1M) |
| | | Total = 30 M | | | | |

Code: 26EGC03

EMPLOYABILITY SKILLS

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|-----------------|--------------------|
| Instruction | 2 P Hours per Week |
| Duration of SEE | 3 Hours |
| SEE | 50Marks |
| CIE | 50 Marks |
| Credits | 01 |

Prerequisite: Basic Knowledge of Soft skills in the professional setting.

Course Objectives: To help the students

1. Equip students with an understanding of soft and hard skills, enhance behavioral competencies and develop self-assessment abilities through SWOT analysis for personal and professional growth.
2. Learn the art of communication, participate in group discussions and case studies with confidence and to make effective presentations.
3. Develop students' professional communication and research skills, focusing on résumé and cover letter writing, self-presentation, AI-based résumé tools, and fundamentals of research and technical report writing.
4. Enhance students' presentation skills in structure, delivery, tools and body language, along with basics of startups and entrepreneurship.
5. Prepare students for interviews through effective strategies and enable them to build a professional LinkedIn profile.

Course Outcomes: By the end of the course, the students will be able to

1. Differentiate soft and hard skills, demonstrate positive behavioral skills and effectively apply SWOT analysis to evaluate their strengths, weaknesses, opportunities and threats.
2. Become effective communicators, participate in group discussions with confidence and be able to make presentations in a professional context.
3. Design effective résumés and cover letters using AI tools, apply basic research methods, and produce clear technical reports and presentations while maintaining academic integrity.
4. Deliver structured presentations using appropriate tools and body language and understand basic startup and entrepreneurial concepts.
5. Perform confidently in interviews and create a strong LinkedIn profile for career opportunities.

CO-PO-PSO Articulation Matrix

| PO/PSO CO | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PSO 1 | PSO 2 | PSO 3 |
|----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|------------------|------------------|
| CO 1 | - | - | - | - | - | 1 | 2 | 2 | 3 | 1 | 2 | 1 | - | 1 |
| CO 2 | - | - | 1 | 1 | - | 2 | 2 | 3 | 3 | 2 | 2 | - | - | 2 |
| CO 3 | - | 1 | - | 2 | 1 | 3 | 1 | 3 | 3 | 2 | 2 | 1 | 1 | 1 |
| CO 4 | - | 1 | - | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |
| CO 5 | - | - | - | - | - | 1 | - | 1 | 2 | 1 | 1 | - | - | 2 |

UNIT I

1. Soft Skills Vs Hard Skills
2. Behavioral Skills Personal strength analysis-Effective Time Management- Goal Setting- Stress management- Corporate Culture – Grooming and etiquette-Statement of Purpose (SOP)
3. SWOT Analysis

UNIT II

Group Discussion: Dynamics of Group Discussion-Case Studies- Intervention, Summarizing, Modulation of Voice, Body Language, Relevance, Fluency and Accuracy, Coherence.

UNIT III

1. Resume Writing Skills: Cover Letter and Résumé writing – Structure and Presentation, Planning, Projecting ones Strengths and Skill-sets- AI in Resume building
2. Mini project Mini Project: Research-Hypothesis-Developing a Questionnaire-Data Collection-Analysis-General and Technical Report Writing an Abstract –Technical Report Writing-Plagiarism-Project Seminar.

UNIT IV

Presentation Skills Elements of Effective Presentation – Structure of a Presentation – Presentation tools – Body language - Preparing an Effective PPT

UNIT V

Interview Skills

Interviews: Concept and Process, Pre-Interview Planning, Opening Strategies, Answering Strategies, Mock Interviews- Creation of a LinkedIn Profile

Text Books:

1. Leena Sen, “Communication Skills”, Prentice-Hall of India, 2005.
2. Gulati and Sarvesh, “Communication Skills”, New Delhi: Rupa and Co., 2006.
3. The 7 Habits of Highly Effective People – Stephen R. Covey, New York: Free Press, 1989.
4. How to Win Friends and Influence People – Dale Carnegie, Simon & Schuster Publishers, 1936.
5. Questions Are the Answers: How To Get To 'Yes' In Network Marketing- Allan Pease, Manjul Publishing House, 2001.

Suggested Reading:

1. Van Emden, Joan, and Lucinda Becker, “Presentation Skills for Students”, New York: Palgrave Macmillan, 2004.
2. Start with Why – Simon Sinek. Portfolio (an imprint of Penguin), 2009.
3. Shalini Verma, “Body Language - Your Success Mantra”, S Chand, 2006.
4. Ramesh, Gopalswamy, and Mahadevan Ramesh, “The ACE of Soft Skills”, New Delhi: Pearson, 2010.
5. Emotional Intelligence – Daniel Goleman, Bantam Books in 1995.
6. Randy Pausch and Jeffrey Zaslow “The Last Lecture”- Coronet Publishers, 2008.

INDIAN CONSTITUTION
(B.E/B.Tech-Common to all branches)

26EGM01

with effect from AY 2026-27

| | |
|-----------------|--------------------|
| Instruction | 2 L Hours per Week |
| Duration of SEE | 2 Hours |
| SEE | 50 Marks |
| CIE | - |
| Credits | 0 |

Prerequisite: Basic awareness of Indian Constitution and Government.

Course Objectives

The course will introduce the students to:

1. Know the political developments in the backdrop of framing of the Indian Constitution.
2. Get awareness on Fundamental Rights, Duties and Directive Principles of State Policy.
3. Understand the structure and organization of Union Executive and Legislature.
4. Examine the powers and functions of Judiciary and Election Commission.
5. Explore the decentralization of administration in India through Local bodies.

Course Outcomes

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

1. Understand the Democratic values and Principles articulated in the Constitution.
2. Establish relations among Directive Principles of State Policy, Fundamental Rights and Fundamental Duties.
3. Comprehend the relation between Executive and Legislature in Union Government.
4. Grasp the role of Judiciary and Election Commission in safeguarding Constitution and protecting the rights of Citizens.
5. Analyze the challenges to the effective local governance in India.

CO-PO-PSO Articulation Matrix

| PO/CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 |
|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| CO 1 | - | 1 | 1 | - | - | 1 | 1 | 1 | 1 | - | 1 |
| CO 2 | - | 1 | 3 | - | - | 3 | 3 | 1 | 1 | - | 1 |
| CO 3 | - | - | 2 | - | - | 2 | 1 | - | - | - | - |
| CO 4 | - | 1 | 2 | - | - | 2 | 2 | 1 | 1 | - | 1 |
| CO 5 | - | 1 | 2 | - | - | 2 | 2 | - | - | - | - |

Unit-I

Constitutional History and Framing of Indian Constitution

Constitutional History: East India Company rule and Sepoy Mutiny. Indian National Movement and Government of India Acts: 1909, 1919 and 1935. Framing of Indian Constitution: Constituent Assembly, Preamble and Salient Features.

Unit-II

Fundamental Rights, Duties and Directive Principles of State Policy

The Fundamental Rights: Features and Significance of Rights. Fundamental Duties: Importance and Legal status. Directive Principles of State Policy: Significance and Relevance.

Unit-III

Union Government and its Administration

Federalism: Division of Legislative and Financial powers between the Union and the States. Union Executive: President-Election, Impeachment and Emergency Powers, Prime Minister and Council of Ministers. Union Legislature: Composition and Functions of Parliament.

Unit-IV

Union Judiciary and Election Commission of India

Union Judiciary: Supreme Court of India-Judicial Review and Judicial Activism. Election Commission: Composition and functions. Voting behavior: Influence of Socio-economic factors and Electoral Reforms.

Unit-V

Local Self Governments

Rural Local Governments: 73rd Constitutional Amendment Act-organization of Panchayati Raj Institutions. District Collector: Powers and Functions. Urban Local Governments: 74th Constitutional Amendment Act-Structure and Functions of Urban Local Bodies.

Text Books:

1. Ravindra Sastry (ed), "Indian Government & Politics", Telugu Akademi, 2nd edition, 2018.
2. NCERT, "Indian Constitution at Work", 1st edition 2006, reprinted in 2025.

Suggested Readings:

1. B.L. Fadia, "The Constitution of India", Sahitya Bhavan, New Edition, 2017
2. D.D. Basu, "Introduction to the Constitution of India", Lexis Nexis, 26th edition, 2022.
3. Dr. S. N. Busi, Dr. B. R. Ambedkar, "Framing of Indian Constitution", 1st edition, 2015.
4. Granville Austin, "The Indian Constitution: The Cornerstone of a Nation", OUP, 2nd edition, 1999.
5. M.V. Pylee, "India's Constitution", S. Chand Publishing, 16th edition, 2017.
6. Rajeev Bhargava (ed), "Politics and Ethics of the Indian Constitution", OUP, 2008.

Online courses

https://onlinecourses.swayam2.ac.in/e-learning/preview/imb26_mg151

https://onlinecourses.nptel.ac.in/noc20_1w03/preview

26EGO01

TECHNICAL WRITING SKILLS
(Open Elective-BE/B.Tech - Common to all Branches)

| | |
|-----------------|--------------------|
| Instruction | 3 L Hours per week |
| Duration of SEE | 3 Hours |
| SEE | 60 Marks |
| CIE | 40 Marks |
| Credits | 3 |

Prerequisite: Language proficiency, basic digital literacy and the ability to simplify complex technical concepts for a diverse audience.

Course Objectives:

The course will introduce the students to:

1. Understand the nature, process, and channels of technical communication and recognize barriers to effective communication.
2. Write well-structured paragraphs and professional business correspondence including letters, internship applications, and emails.
3. Apply principles of technical writing, abstract writing, and produce technical articles and journal/conference papers using appropriate tools including AI-assisted research.
4. Understand the structure, types, and mechanics of technical reports and technical proposals.
5. Conduct professional meetings by preparing agendas, writing minutes and memos, and deliver effective technical presentations using audio-visual aids and strong communication skills.

Course Outcomes:

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

1. Explain the nature, process, and forms of technical communication and identify various channels and barriers to effective communication.
2. Compose coherent paragraphs and produce effective business correspondence such as letters, internship applications, and professional emails.
3. Distinguish technical writing from general writing, write abstracts, and produce technical articles and research papers while responsibly using AI tools for drafting and reference management.
4. Prepare well-structured technical reports and technical proposals following appropriate formats, styles, and conventions.
5. Organize and conduct professional meetings, draft agendas, minutes, and memos, and deliver structured technical presentations with effective use of audio-visual aids and body language.

CO-PO Articulation Matrix

| PO \ CO | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 |
|---------|------|------|------|------|------|------|------|------|------|-------|-------|
| CO 1 | - | 2 | 1 | 1 | - | 1 | 1 | 2 | 3 | 3 | 2 |
| CO 2 | - | 1 | 1 | 2 | - | - | - | 1 | 2 | 2 | 1 |
| CO 3 | - | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 3 | 2 |
| CO 4 | 1 | 2 | 1 | 3 | - | 2 | 2 | 1 | 3 | 3 | 2 |
| CO 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 3 | 2 |

Unit - I

Definition and features of Technical Communication – Nature and process.

Channels of Communication – Downward, upward and horizontal communication. Barriers to communication.

Technical Communication – Definition, oral and written communication. Importance and need for Technical communication. Nature of Technical Communication. Aspects and forms of Technical communication. Technical communication Skills – Listening, Speaking, Reading & Writing.

Unit II

Writing Paragraph and Letter– -Definition of a Paragraph and types, Features of a good paragraph, Unity of Theme, coherence, Linking devices, Patterns of development, Qualities of Effective letters, Business letters, Letter of Internship-Emails.

Unit III

Technical Writing – Selection of words and phrases in technical writing, Differences between technical writing and general writing, Abstract writing.

Technical Articles: Nature, significance, types and elements of technical articles, Journal articles and Conference papers, Identifying the right journals, References from different resources.

AI tools for research, summarization, drafting and reference management; ethical issues in AI-assisted publishing.

Unit IV

Mechanics of Writing- Technical Reports: Types, significance, structure, style and writing of reports. Routine reports, Project reports.

Technical Proposals: Definition, types, characteristics, structure and significance.

Unit V

Mechanics of Meetings: Preparation of agenda, participation, chairing and writing minutes of a meeting. Memorandum. Seminars, workshop and conferences.

Mechanics of Professional Presentations: Defining purpose, audience and locale, organizing content, preparing an outline, use of Audio-Visual Aids, nuances of delivery, importance of body language and voice dynamics.

Textbooks:

1. Technical Writing- A Practical Guide for Engineers, Scientist, and Nontechnical Professionals (Third Edition) Philip A.Laplante and Chris Laplante – CRC Press- Taylor & Francis Group)
2. Technical Writing, B.N.Basu, Prentice Hall India Learning Private.

Suggested Reading:

1. Core Technical Communication – Mike Markel & Stuart Selber
A widely used modern textbook covering reports, proposals, visuals, and workplace writing.
2. A Course Book in English for Engineers – V. Sasikumar et al.
Very suitable for Indian engineering students; focuses on practical communication skills.
3. Academic Writing for Graduate Students – John M. Swales & Christine B. Feak
Excellent for research papers, abstracts, and journal writing.
4. Writing for Science and Engineering – Heather Silyn-Roberts
Focuses on clarity, structure, and scientific writing conventions.

Web Resources:

- NPTEL – Technical Communication for Engineers Course:
https://onlinecourses.nptel.ac.in/noc18_mg13/preview
- Technical Writing Training and Certification: <https://www.technical-writing-training-and-certification.com/>
- Whatfix Academy – Technical Writing Skills: <https://academy.whatfix.com/technical-writing-skills>

Chaitanya Bharathi Institute Of Technology (A)

R 26 26EGO02

**GENDER SENSITIZATION
(Open Elective)**

| | |
|-----------------|--------------------|
| Instruction | 3 L Hours per Week |
| Duration of SEE | 3 Hours |
| SEE | 60 Marks |
| CIE | 40 Marks |
| Credits | 3 |

Prerequisite: No specific prerequisite is required.

Course Objectives: This course will introduce the students to:

1. Sensibility regarding issues of gender in contemporary India.
2. A critical perspective on the socialization of men and women.
3. Popular debates on the politics and economics of work while helping them reflect critically on gender violence.
4. Introduce students to the concept of gender-based violence, including its definitions, forms, and socio-cultural roots and recognize how inequality and power structures contribute to violence.
5. Critically analyze gender representation in cinema, media, advertising, literature, and popular culture while promoting gender sensitivity and equality.

Course Outcomes: After successful completion of the course the students will be able to:

1. Understand the difference between “Sex” and “Gender” and be able to explain socially constructed theories of identity.
2. Recognize shifting definitions of “Man” and “Women” in relation to evolving notions of “Masculinity” and “Femininity”.
3. Appreciate women’s contributions to society historically, culturally and politically.
4. Develop the ability to identify, analyze, and respond to different forms of gender-based violence, understand its social and developmental causes, and promote gender justice and safety through awareness, advocacy, and action.
5. Analyze the construction of gender in various cultural contexts..

CO-PO/PSO ARTICULATION MATRIX

| PO CO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 |
|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| CO1 | - | - | 1 | - | - | 2 | 1 | 1 | - | - | 1 |
| CO2 | - | - | 1 | - | - | 3 | 1 | 1 | - | - | 1 |
| CO3 | - | - | 1 | - | - | 2 | 2 | 2 | 1 | 1 | 1 |
| CO4 | - | - | 1 | - | - | 2 | 2 | 2 | 1 | 1 | 1 |
| CO5 | - | - | 1 | - | - | 2 | 2 | 3 | 2 | 3 | 1 |

UNIT I

Understanding Gender:

Introduction to Gender. Fundamental Gender Concepts and Key Terminology; Difference between sex and gender (*Towards a World of Equals*: Unit -1) Social construction of gender; Patriarchy and power relations-real-life examples of patriarchy in Indian society (*Towards a World of Equals*: Unit -2) Preparing for Womanhood. Growing up Male. First lessons in Caste. Different Masculinities.
A short film : “Devi” by Priyanka Banerjee.

UNIT II

Gender Spectrum and Gender Neutral laws:

Gender Spectrum: Beyond the Binary (*Towards a World of Equals*: Unit -10) Two or Many? Struggles with Discrimination. Gender-neutral laws in modern society. Challenges faced by men due to the lack of specific domestic violence laws for them. Legal rights of men in marriage and divorce under the Hindu Marriage Act, 1955.

Film: "Padman" by R. Balki.

UNIT III

Gender and Labour:

Gender Roles and Social Interactions; Categories of Gender Roles. Housework: The Invisible Labour (*Towards a World of Equals*: Unit -3) "My Mother doesn't Work." "Share the Load." Social image of a woman. Women's Work: Its Politics and Economics (*Towards a World of Equals*: Unit -7) Fact and Fiction. Unrecognized and Unaccounted work. Additional Reading: Wages and Conditions of Work. Film: "Juice" by CBIT Alumnus: Neeraj Gaywan.

UNIT IV

Issues of Violence

Gender-Based Violence: Definitions, Types, and Socio-Developmental Context; Sexual Harassment: Say No! (*Towards a World of Equals*: Unit -6) Sexual Harassment, not Eve-teasing- Coping with Everyday Harassment- Domestic Violence: Speaking Out (*Towards a World of Equals*: Unit -8) Is Home a Safe Place? - When Women Unite [Film]. Rebuilding Lives. Additional Reading: New Forums for Justice.

Film: Seetha on the road by Praneeth Yaron.

UNIT V

Gender and Culture

Exploring Gender in Cultural Contexts; Representation of Gender in Cinema; Gender Perspectives in Digital and Broadcast Media; Gender Portrayal in Advertising; Depiction of Gender in Literature and Popular Media.

Film: Bandit Queen by Shekhar Kapoor.

Textbook:

1. A. Suneetha, Uma Bhugubanda, Duggirala Vasanta, Rama Melkote, Vasudha Nagaraj, Asma Rasheed, Gogu Shyamala, Deepa Sreenivas and Susie Tharu "Towards a World of Equals: A Bilingual Textbook on Gender", Telugu Akademi, Hyderabad, 2015.

SUGGESTED READING:

1. Menon, Nivedita. "Seeing like a Feminist", Zubaan-Penguin Books, New Delhi, 2012.
2. Abdulali Sohaila, "I Fought For My Life...and Won", Available online at:
<http://www.thealternative.in/lifestyle/i-fought-for-my-life-and-won-sohaila-abdulali/>

Web Resources:

1. <https://aifs.gov.au/publications/gender-equality-and-violence-against-women/introduction>
2. <https://theconversation.com/achieving-gender-equality-in-india>
3. nptel.ac.in/courses/109103122
4. [Preview: BGSE-001: Gender Sensitisation: Society, Culture and Change | SWAYAM](#)
5. [Preview: BGS-012: Gender Based Violence | SWAYAM](#)

INDIAN TRADITIONAL KNOWLEDGE

| | |
|-----------------|--------------------|
| Instruction | 3 L Hours per Week |
| Duration of SEE | 3 Hours |
| SEE | 60 Marks |
| CIE | 40 Marks |
| Credits | 3 |

Prerequisite: Knowledge of Indian Culture.

Course Objectives:

This course aims to:

CO1: To describe the key concepts of Indian Knowledge Systems, including philosophy, culture and knowledge traditions. *(L2 – Understand)*

CO2: To explain the role of Indian education systems, languages and traditional knowledge practices in shaping logical and cognitive abilities. *(L2 – Understand)*

CO3: To analyze traditional Indian practices in agriculture, astronomy, sustainability and compare them with modern approaches. *(L4 – Analyze)*

CO4: To illustrate scientific principles and wellness practices from ancient Indian systems and relate them to contemporary applications. *(L3 – Apply)*

CO5: To interpret the contributions of Indian knowledge in engineering, architecture, arts and computational thinking. *(L3 – Apply)*

Course Outcomes

Upon completion of this course, students will be able to:

CO1: Understand Indian Knowledge Systems, key philosophical traditions and the relevance of cultural heritage as a dynamic and living tradition in today's world.

CO2: Distinguish the interplay between education systems, Indian languages, cultural intelligence and the connection between language, cognition, logic and algorithms.

CO3: Know the traditional Indian knowledge of agriculture, sustainability and time-space concepts, along with contributions to astronomy and basic planetary science.

CO4: Learn the key scientific concepts in Indian knowledge systems, including traditional mathematics, healthcare practices and holistic well-being through yoga and meditation.

CO5: Acquire the information regarding the key principles of Indian architecture, design, traditional industries and the links between arts, cognition and Sanskrit-based computation.

CO-PO-PSO Articulation Matrix

| PO/PSO CO | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 | PSO 1 | PSO 2 | PSO 3 |
|--------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|----------|----------|
| CO 1 | 1 | 1 | 2 | 1 | 1 | 2 | 3 | 3 | 2 | 2 | 1 | 1 | 1 | 1 |
| CO 2 | 1 | 1 | 2 | 1 | 1 | 2 | 3 | 3 | 2 | 2 | 1 | 2 | 1 | 2 |
| CO 3 | 1 | 1 | 2 | 1 | 1 | 2 | 3 | 3 | 2 | 2 | 1 | 1 | 1 | 1 |
| CO 4 | 1 | 1 | 2 | 1 | 1 | 2 | 3 | 3 | 2 | 2 | 1 | 1 | 1 | 2 |
| CO 5 | 1 | 3 | 2 | 1 | 1 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 |

UNIT 1: Roots of Bharatiya Knowledge

What is IKS? Why does it matter today? Bharatiya Jñāna Paramparā (Knowledge Tradition), Basics of Indian Philosophy (simple view: Advaita, Dvaita, etc.), Culture, Heritage & Continuity, Tradition as Living Technology.

UNIT 2: Education, Language & Thought

Gurukula system vs Modern education: Role of Sanskrit & Indian languages, Idioms, proverbs & cultural intelligence, Introduction to Avadhānam (memory & cognition science), Language → Logic → Algorithms.

UNIT 3: Nature, Agriculture & Cosmos

Ancient agriculture & water management: Sustainable practices vs modern methods, Indian concept of Time & Space, Contributions of ancient astronomers and Basics of planetary understanding.

UNIT 4: Science & Wellness

Scientific ideas in Mathematics, Physics, Chemistry: Sulbasutras, Katapayadi (intro level), Concept of AYUSH systems, Yoga, Meditation & Human Energy, Holistic health vs symptomatic treatment.

UNIT 5: Engineering, Arts & Living Intelligence

Temple architecture & Town planning: Vastu as environmental design, Metallurgy, textiles & Traditional industries, Music, dance and cognitive science, Sanskrit & computing (conceptual link).

Reference Books:

1. B. Mahadevan, Vinayak Rajat Bhat, Nagendra Pavana “*Introduction to Indian Knowledge Systems: Concepts and Applications*” PHI Learning, June 2022.
2. Kapil Kapoor “*Text and Interpretation: The Indian Tradition*”, D K Print World Ltd., 2005.
3. Dharampal “*Indian Science and Technology in the Eighteenth Century*” Impex India, Delhi, 1971.
4. D. N. Bose, S. N. Sen, B. V. Subbarayappa “*A Concise History of Science in India*” Indian National Science Academy (published for the National Commission for the Compilation of History of Sciences in India), New Delhi, 1971.
5. Brajendranath Seal “*The Positive Sciences of the Ancient Hindus*” Longmans, Green & Co. 1958.

Suggested Reading:

- Foundation & Philosophy S. Radhakrishnan – *Indian Philosophy (Vol. 1 & 2)*
 - Karl Potter (Ed.) – *Encyclopaedia of Indian Philosophies*
 - K. Ramasubramanian & Sangeetha Menon (Ed.) – *Indian Knowledge System*
 - Science, Mathematics & Engineering B. Datta & A. N. Singh – *History of Hindu Mathematics*
 - Bal Ram Singh – *Science & Technology in Ancient Indian Texts*
 - Subhash Kak & T.R.N. Rao – Works on Indian astronomy
1. **Wellness & Life Sciences**
 - Charaka Samhita (Selections)
 - Sushruta Samhita (Selections)
 - Swami Vivekananda – *Raja Yoga*
 2. **Culture, Arts & Society**
 - Chakradeo Ujjwala – *Temples of Bharat*
 - Devdutt Pattanaik – *Myth = Mithya* (for cultural decoding)
 3. **Applied & Contemporary IKS**
 - Indian Knowledge System (UGC/NEP aligned textbooks) – learner-friendly structured books
 - IKS Division (MoE) Materials & Reports – evolving academic resources

26EG004**ART & CRAFT OF FILMMAKING**

(A theoretical and practical Arts & Humanities elective for engineering students)

| | |
|-----------------------|--|
| Instruction | 3 Hours per week |
| Duration of SEE | 3 Hours SEE 60 Marks |
| CIE | 40 Marks |
| Credits | 03 |
| Prerequisites: | Ability to watch movies and appreciate the art of storytelling and the |

Course Objectives:

- To prove to the students that Cinema is an artistic medium and inseparable with Engineering and technology in its craft.
- To develop critical thinking, viewing, analytical and creative skills in filmmaking.
- To explore formal elements, historical evolution, and cultural contexts of films, including Indian cinema.
- To bridge theory and practice through screenings, discussions, and short creative exercises.
- To analyze the intricate relationship between cinema and literature, literary sources as inspiration for cinematic storytelling.

Course Outcomes

CO1: Explain the evolution of cinema with emphasis on Indian cinema, major film movements, and auteur theory.

CO2: Identify and analyze the elements of cinematic form, including mise-en-scène, cinematography, and visual storytelling in cultural context.

CO3: Apply principles of editing, montage, sound design, and film music to create rhythm and emotional impact.

CO4: Compare classical and alternative narrative structures and evaluate genre conventions in Indian and world cinema.

CO5: Examine literature-to-film adaptations and apply cinematic techniques through practical exercises.

| PO/PSO CO | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 | PO 11 |
|--------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|
| CO1 | - | 1 | - | - | - | 1 | - | 2 | 3 | 3 | 1 |
| CO2 | - | - | 1 | 1 | - | 2 | 2 | 3 | 3 | 2 | - |
| CO3 | - | - | - | 2 | 1 | 3 | 1 | 3 | 3 | 2 | 1 |
| CO4 | - | 1 | - | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 1 |
| CO5 | - | - | - | - | - | 1 | - | 1 | 2 | 1 | 1 |

Unit 1: Cinematic History, Authorship and Indian Cinema

Core Focus: Evolution of cinema with special emphasis on Indian context and directorial vision.

Early cinema in India (Phalke's *Raja Harishchandra*, silent era). Studio system and Classical Hollywood influence on Indian popular cinema. Major movements: Soviet Montage, German Expressionism, Italian Neorealism, French New Wave, New Hollywood.

Indian Parallel Cinema (Satyajit Ray, Ritwik Ghatak, Mrinal Sen).

Overview of Japanese (Kurosawa, Ozu), Iranian, and Korean New Wave.

Auteur Theory: Director as author – stylistic signatures (Ray's realism, Ghatak's political modernism, Guru Dutt's expressionism).

Key Screenings: Excerpts from *Raja Harishchandra* (Phalke), *Pather Panchali* (Ray), *Meghe Dhaka Tara* (Ghatak). **Practical:** Group presentation on one Indian auteur or movement.

Unit 2: Visual Language, Composition and Cultural Expression

Core Focus: Understanding cinema as a visual and cultural art form.

Cinema as art vs. entertainment (Indian popular vs. parallel cinema debate). **Mise-en-scène:** Composition, lighting, set design, costume, actor performance (with Indian cultural context).

Cinematography: Framing, camera angles, movement (pan, tilt, tracking, handheld), lens choices. Shot → Scene → Sequence relationship. Visual storytelling and Indian cultural elements (iconography, colour symbolism, rasa theory influence).

Key Screenings: Excerpts from *Citizen Kane* (deep focus), *Bicycle Thieves* (neorealism), and *Charulata* or *Nayak* (Ray). **Practical:** Analyze still frames/shots from Indian and international films for visual storytelling and cultural meaning.

Unit 3: Editing and Sound Design

Core Focus: Techniques that shape time, rhythm, emotion and cultural resonance.

Principles of editing: Continuity (180° rule, match cuts, eye line match) vs. discontinuity /montage. Montage theories (Eisenstein, Kuleshov effect) and rhythmic / emotional manipulation. Parallel/ cross-cutting. Sound design: Diegetic / non-diegetic, sound bridges, asynchronous sound, Foley, ambience. Film music: Score, leitmotif, source music, songs in Indian cinema & BGM.

Key Screenings: *Battleship Potemkin* (Odessa Steps), *Psycho* (shower scene), *The Godfather* (cross-cutting), and Indian examples – *Sholay* (song & action editing) or *Pyaasa* (Guru Dutt).

Practical: Short editing exercise + sound layer analysis (including song sequences) using provided Indian film clips.

Unit 4: Narrative Structure and Storytelling in Film

Core Focus: Classical and alternative approaches to storytelling with Indian examples.

Classical Hollywood narrative: Three-act structure, cause-effect logic, character arcs.
Alternatives: Non-linear, ambiguous/art cinema narration, multiple perspectives, unreliable narrators. Genre conventions and subversion (masala film, film noir influence, social realism)..
Realist storytelling rooted in Indian literature.

Key Screenings: *Pulp Fiction* (non-linear), *Rashomon* (multiple perspectives), *Pather Panchali* (Ray – highlighting its roots in Bibhutibhushan Bandyopadhyay’s novel). **Practical:** Storyboard a short scene with clear narrative intent (can be in Indian cultural context).

Unit 5: Literature-to-Screen Adaptations

Core Focus: Literature as the primary source of cinematic stories.

Adaptations from literature: How novels, short stories, and plays provide foundational narratives. Challenges and creative possibilities in adaptation. Indian literary adaptations tradition (from Tagore, Bibhutibhushan, Premchand, Shakespeare)

Key Screenings: Excerpts from Apu Trilogy (*Pather Panchali*, *Aparajito*, *Apur Sansar*), *Court* (Tamhane), *Haider* (Vishal Bhardwaj – Shakespeare adaptation), or *Devdas* (multiple versions). **Practical:** Critical essay or group presentation on a literary adaptation (mandatory option: analyze one Indian literary adaptation and discuss why literature remains cinema’s richest narrative source).

Recommended Readings

- Bordwell & Thompson, *Film Art: An Introduction* (core text).
- Barnouw & Krishnaswamy, *Indian Film*.
- Satyajit Ray, *Our Films Their Films*.
- Monaco, *How to Read a Film*.
- Bazin, *What is Cinema?* (selections).
- Stam, *Literature through Film*; Bluestone, *Novels into Film*.
- Hood, *The Essential Mystery: Major Filmmakers of Indian Cinema*.

With effect from AY 2026-27

26EGA101

ENGLISH FOR RESEARCH PAPER WRITING

(M.E/M. Tech - Common to all Branches)

| | |
|-----------------|--------------------|
| Instruction | 2 L Hours per Week |
| Duration of SEE | 2 Hours |
| SEE | 50 Marks |
| CIE | - |
| Credits | 0 |

Prerequisite: Writing to express on science and technological concepts with good taste for research and development.

Course Objectives:

This course aims to:

1. Motivate learners for academic writing and thus encourage them for continuous professional updating and up-gradation.
2. Facilitate a practical understanding of the multiple purposes of Writing Research Papers and help them infer the benefits and limitations of research in science and technology.
3. Brainstorm and develop the content, formulating a structure and illustrating the format of writing a research paper.
4. Survey and select a theme/topic for a thorough reading and to writing a research paper.
5. Understand to implement the intricacies of writing and publishing a research paper.

Course Outcomes:

Upon completion of this course, students will be able to:

1. Improve work performance and efficiency. Illustrate the nuances of research paper writing and draw conclusions on professional usefulness.
2. Classify different types of research papers and organize the format and citation of sources.
3. Explore various formats of APA, MLA and IEEE and set up for writing a research paper.
4. Draft paragraphs and write theme based thesis statements in a scientific manner.
5. Develop an original research paper while acquiring the knowledge of how and where to publish their papers.

UNIT - I

Academic Writing: Meaning & Definition of a research paper; Purpose of a research paper - Scope, Benefits, Limitations and outcomes for professional development, An introduction to methods and Approaches of Research.

UNIT - II

Research Paper Format: Title - Abstract - Introduction - Discussion - Findings - Conclusion - Style of Indentation - Font size/Font types - Indexing - Citation of sources.

UNIT - III

Process of Writing a research paper, Writing to Draft a Format, Develop content, Adapting, Reviewing, Paraphrasing& Plagiarism Checks.

UNIT - IV

Choosing a topic - Thesis Statement - Outline - Organizing notes - Language of Research - Word order, Paragraphs - Writing first draft-Revising/Editing - The final draft and proof reading. Understanding APA, MLA, IEEE formats.

UNIT - V

Research Paper Publication Reputed Journals –Paid, Free and peer reviewed journals, National/International - ISSN No, No. of volumes, Scopus Index/UGC Journals. Getting Papers Published.

Text Books:

1. Kothari, C. R. and Gaurav, Garg, "Research Methodology Methods and Techniques", 4th Edition, New Age International Publishers, New Delhi, 2019.
2. Ellison, Carroll. "Writing Research Papers", McGraw Hill's Concise Guide, 2010.
3. Lipson, Charles. "Cite Right: A Quick Guide to Citation Styles-- MLA, APA, Chicago, the Sciences, Professions, and More", 2nd Edition, University of Chicago Press. Chicago, 2018.

Suggested Reading:

1. Day, Robert A. "How to Write and Publish a Scientific Paper", Cambridge University Press, 2006
2. Girden, E. R. "MLA Hand book for writers of Research Papers", 7th Edition, East West Press Pvt. Ltd, New Delhi, 2009
3. Bailey, Stephen. "Academic Writing: A Handbook for International Students", Routledge, 2018

Online Resources:

1. https://onlin://onlinecourses.nptel.ac.in/noc_18_mg13/preview
2. <https://nptel.ac.in/courses/121/106/121106007/>
3. <https://www.classcentral.com/course/swayam-introduction-to-research-5221>

Writing Tools:

1. https://owl.purdue.edu/owl_exercises/index.html - The Owl writing lab
2. https://www.turnitin.com/login_page.asp?lang=en_us – Turn tin software

With effect from AY 2026-27

26EGA102

CONSTITUTION OF INDIA
(M.E/M. Tech - Common to all Branches)

| | |
|-----------------|--------------------|
| Instruction | 2 L Hours per Week |
| Duration of SEE | 2 Hours |
| SEE | 50 Marks |
| CIE | - |
| Credits | 0 |

Prerequisite: Knowledge on basics of the Constitution and the Government.

Course Objectives:

This course aims to:

1. The history of Indian Constitution and its role in the Indian democracy.
2. Address the growth of Indian opinion regarding modern Indian intellectuals' constitutional role and entitlement to civil and economic rights as well as the emergence of nationhood in the early years of Indian nationalism.
3. Have knowledge of the various Organs of Governance and Local Administration.

Course Outcomes:

Upon completion of this course, students will be able to:

1. Understand the making of the Indian Constitution and its features.
2. Understand the Rights of equality, the Right of freedom and the Right to constitutional remedies.
3. Have an insight into various Organs of Governance - composition and functions.
4. Understand powers and functions of Municipalities, Panchayats and Co-operative Societies.
5. Understand Electoral Process, special provisions.

UNIT-I

History of making of the Indian constitutions - History, Drafting Committee (Composition & Working).

Philosophy of the Indian Constitution: Preamble, Salient Features.

UNIT-II

Contours of Constitutional Rights and Duties - Fundamental Rights, Right to Equality, Right to Freedom, Right against Exploitation, Right to Freedom of Religion, Cultural and Educational Rights, Right to Constitutional Remedies, Directive Principles of State Policy, Fundamental Duties.

UNIT-III

Organs of Governance - Parliament : Composition, Qualifications, Powers and Functions

Union executives : President, Governor, Council of Ministers, Judiciary, appointment and transfer of judges, qualifications, powers and functions.

UNIT-IV

Local Administration - District's Administration head: Role and importance. Municipalities: Introduction, Mayor and role of Elected Representative, CEO of Municipal Corporation. Panchayati Raj: Introduction, PRI: ZillaPanchayat, Elected Officials and their roles, CEO ZillaPanchayat: positions and role.

Block level: Organizational Hierarchy(Different departments) Village level: role of elected and appointed officials. Importance of grass root democracy.

UNIT-V

Election commission: Election Commission: Role and functioning, Chief Election Commissioner and Election Commissioners, State Election Commission :Role and functioning. Institute and Bodies for the welfare of SC/ST/OBC and women.

Text Books:

1. The Constitution of India, 1950 (Bare Act), Government Publication.
2. Busi, S. N., Dr. B. R. Ambedkar, Framing of Indian Constitution”, 1st Edition, Ava Publishers, New Delhi, 2015.
3. Jain, M. P., “Indian Constitution Law”, 7th Edition, Lexis Nexis, New Delhi, 2014.
4. Basu, D.D. “Introduction to the Constitution of India”, Lexis Nexis, New Delhi., 2015.

Suggested Reading:

1. Bhargava, Rajeev. (ed), “Politics and Ethics of the Indian Constitution”, OUP, 2008.
2. NCERT, Indian Constitution at Work, 1st Edition, Government of India, New Delhi 2006, reprinted in 2022.
3. Ravindra Sastry, V. (ed.), Indian Government & Politics, 2nd edition, Telugu Akademy, 2018.

Online Resources:

1. <http://www.nptel.ac.in/courses/103107084/Script.pdf>

With effect from AY 2026-27

26EGA103

STRESS MANAGEMENT BY YOGA

(M.E/M. Tech - Common to all Branches)

| | |
|-----------------|--------------------|
| Instruction | 2 L Hours per Week |
| Duration of SEE | 2 Hours |
| SEE | 50 Marks |
| CIE | - |
| Credits | 0 |

Prerequisite: Knowledge on Yoga Practices.

Course Objectives:

This course aims to:

1. Create awareness about different types of stress and the role of yoga in the management of stress.
2. Promote positive health and overall well-being (Physical, mental, emotional, social and spiritual).
3. Prevent stress related health problems by yoga practice.

Course Outcomes:

Upon completion of this course, students will be able to:

1. Understand yoga and its benefits.
2. Enhance Physical strength and flexibility.
3. Learn to relax and focus.
4. Relieve physical and mental tension through asanas
5. Improve work performance and efficiency

UNIT - I

Meaning and definition of Yoga - Historical perspective of Yoga - Principles of Astanga Yoga by Patanjali).

UNIT - II

Meaning and definition of Stress - Types of stress - Eustress and Distress. Anticipatory Anxiety and Intense Anxiety and depression. Meaning of Management- Stress Management.

UNIT - III

Concept of Stress according to Yoga - Stress assessment methods - Role of Asana, Pranayama and Meditation in the management of stress.

UNIT - IV

Asanas- (5 Asanas in each posture) - Warm up - Standing Asanas - Sitting Asanas - Prone Asanas - Supine asanas - Surya Namaskar

UNIT - V

Pranayama- Anulom and Vilom Pranayama - Nadishudhi Pranayama - Kapalabhati Pranayama - Bhramari Pranayama - Nadanusandhana Pranayama.

Meditation techniques: Om Meditation - Cyclic meditation: Instant Relaxation technique (QRT), Quick Relaxation Technique (QRT), Deep Relaxation Technique (DRT)

Text Books:

1. Janardhan, Swami, "Yogic Asanas for Group Training - Part-I": Yogabhyasi Mandal, Nagpur.
2. Vivikananda, Swami. "Rajayoga or Conquering the Internal Nature", Advaita Ashrama (Publication Department), Kolkata.
3. Nagendra H.R and R. Nagaratna, "Yoga Perspective in Stress Management", Swami Vivekananda Yoga Prakashan, Bangalore.

Online Resources:

1. https://onlinecourses.nptel.ac.in/noc16_ge04/preview
2. <https://freevidelectures.com/course/3539/indian-philosophy/11>

With effect from AY 2026-27

26EGA104

PERSONALITY DEVELOPMENT THROUGH LIFE'S ENLIGHTENMENT SKILLS

(M.E/M. Tech - Common to all Branches)

| | |
|-----------------|--------------------|
| Instruction | 2 L Hours per Week |
| Duration of SEE | 2 Hours |
| SEE | 50 Marks |
| CIE | - |
| Credits | 0 |

Prerequisite: Awareness on Personality Development.

Course Objectives:

This course aims to:

1. Learn to achieve the highest goal happily.
2. Become a person with stable mind, pleasing personality and determination.
3. Awake wisdom among themselves.

Course Outcomes:

Upon completion of this course, students will be able to:

1. Develop their personality and achieve their highest goal of life.
2. Lead the nation and mankind to peace and prosperity.
3. Practice emotional self regulation.
4. Develop a positive approach to work and duties.
5. Develop a versatile personality.

UNIT - I

Neetisatakam – Holistic development of personality - Verses 19, 20, 21, 22 (Wisdom) - Verses 29, 31, 32 (Pride and Heroism) - Verses 26,28,63,65 (Virtue)

UNIT - II

Neetisatakam – Holistic development of personality (cont'd) - Verses 52, 53, 59 (dont's) - Verses 71,73,75& 78 (do's) - Approach to day to day works and duties.

UNIT - III

Introduction to Bhagavadgeetha for Personality Development – Shrimad Bhagawad Geeta: Chapter 2–Verses 41, 47, 48 - Chapter 3 – Verses 13,21,27,35 - Chapter 6 – Verses 5,13,17,23,35 - Chapter 18 –Verses 45, 46, 48 Chapter – 6: Verses 5, 13, 17, 23, 35; Chapter – 18: Verses 45, 46, 48

UNIT - IV

Statements of basic knowledge – Shrimad Bhagawad Geeta: Chapter 2- Verses 56, 62,68 - Chapter 12 – Verses 13, 14, 15, 16, 17, 18 - Personality of Role model from Shrimad Bhagawat Geeta.

UNIT - V

Role of Bahgavadgeeta in the present scenario - Chapter 2 – Verses 17 - Chapter 3 – Verses 36, 37, 42 - Chapter 4 – Verses 18, 38, 39 - Chapter 18 – Verses 37, 38, 63.

Text Books:

1. Gopinath, P., "Bhartrihari's Three Satakam (Niti-sringar-vairagya)", Rashtriya Sanskrit Sansthanam, New Delhi, 2018.
2. Swarupananda, Swami, "Srimad Bhagavad Geeta", Advaita Ashram (Publication Dept), Kolkata, 2017.

Online Resources:

1. <http://nptel.ac.in/downloads/109104115/>