

CMRCET/H&S/ENG/BOS/2022/1

Date: 12.10.2022

## DEPARTMENT OF ENGLISH

### BOARD OF STUDIES AS PER UGC NORMS

S.No	Position	Composition	Name	Signature
1	Chairman	Associate Professor	Dr. S. FATIMA MARY Head of the Department	<i>Fatima</i> 12/10/2022
2	Member	Expert Nominated by Vice-Chancellor/University	DR N V S N LAKSHMI Assistant Professor & HoD Department of English, Jawaharlal Nehru Technological University, Hyderabad	<i>NVSN</i> 12/10/2022
3	Member	Asistant Professor	DR MRUDULA LAKKARAJU Head, Department of English, University PG College, Secunderabad.	<i>Mrudula</i> 12/10/22
4	Member	Professor of English (Retired)	DR. A. KARUNAKER Faculty of Arts Osmania University, HYD.	
5	Member	Senior Faculty of the Department	Dr. P. HATHIRAM, Assistant Professor	<i>Hathiram</i> 12/10/22
6	Member	Senior Faculty of the Department	Ms. E. MADHAVI Assistant Professor	<i>Madhavi</i> 12/10/22
7	Member	Senior Faculty of the Department	Ms. G. LAXMI Assistant Professor	<i>Laxmi</i> 12/10/22
8	Member	Senior Faculty of the Department	Ms. G. VASANTHA Assistant Professor	<i>Vasantha</i> 12/10/22

*Fatima*  
12/10/2022  
HEAD OF THE DEPARTMENT



# CMR COLLEGE OF ENGINEERING & TECHNOLOGY

(Autonomous)

KANDLAKOYA, MEDCHAL ROAD, HYDERABAD  
DEPARTMENT OF HUMANITIES & SCIENCES

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Date: 12/10/2022

## Minutes of Meeting

The BOS meeting was conducted on 12/10/2022 in AECS lab, Block-3, Room no: 203 at 2.00 P.M.

The points discussed in the meeting were

1. To revise I B.Tech. Course Structure of English Theory and labs & English related subjects like Gender -Sensitization lab, Indian Constitution, Universal Human Values and Ethics.
2. The syllabus formation for R-22 regulation was discussed.
3. All faculty proposed same syllabus that JNTUH has prescribed but few topics are asked to delete as there is less time given to cover syllabus.
4. Workout on topic models and design curriculum.
5. JNTUH Expert Nominated by Vice Chancellor have suggested the changes need to be incorporated and reviewed the syllabus proposed by the concern subject faculty and experts members from various other university colleges.
6. Dr. N.V.S.N LAKSHMI jntuh Nominee reviewed syllabus and suggested to add course objectives and out comes .
7. She didn't accept to delete the prose lessons of both units-2 &5, but agreed to remove only 5 unit.
8. Experts suggested to delete the some repeated topics covered in lab as well as theory .

Members Present

Dr. N.V.S.N Lakshmi- Expert Nominated by Vice Chancellor of JNTUH

Dr. Mrudula Lakkaraju –Expert member from University P.G College, Secunderabad

Dr.S.B. Fathima Mary – Professor, Dean( Faculty & Student Affairs)

Ms. E.Madhavi – Assistant Professor –Senior faculty Member

Dr.P.Hathiram – Assistant Professor -Faculty Member

Dr. Stanly – Assistant Professor – Faculty Member

Ms.G.Laxmi –Assistant Professor – Faculty Member

Ms. G.Vasantha –Assistant Professor – Faculty Member

The meeting concluded with the necessary changes incorporated in R-22 Syllabus proposed by the Department of English.

*fali*  
12/10/2022  
Subject Co-ordinator

1. *fali*  
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2. *RS*  
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3. *Mrudula*  
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8. *G. V. S. N*  
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B.Tech

*Introduction*  
*Course Objectives*

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UNIT - I

Chapter entitled 'Toasted English' by R.K.Narayan from "English: Language, Context and Culture" published by Orient BlackSwan, Hyderabad.

**Vocabulary:** The Concept of Word Formation -The Use of Prefixes and Suffixes - Acquaintance with Prefixes and Suffixes from Foreign Languages to form Derivatives - Synonyms and Antonyms

**Grammar:** Identifying Common Errors in Writing with Reference to Articles and Prepositions.

**Reading:** Reading and Its Importance- Techniques for Effective Reading.

**Writing:** Sentence Structures -Use of Phrases and Clauses in Sentences- Importance of Proper Punctuation- Techniques for writing precisely – Paragraph Writing – Types, Structures and Features of a Paragraph - Creating Coherence- Organizing Principles of Paragraphs in Documents.

UNIT - II

**Vocabulary:** Words Often Misspelt - Homophones, Homonyms and Homographs / *N.P.* **Grammar:** Identifying Common Errors in Writing with Reference to Noun-pronoun Agreement and Subject-verb Agreement.

**Reading:** Sub-Skills of Reading – Skimming and Scanning

**Exercises for Practice Writing:** Nature and Style of Writing- Defining /Describing People, Objects, Places and Events Classifying - Providing Examples or Evidence.

UNIT - III

Chapter entitled 'Lessons from Online Learning' by F.Haider Alvi, Deborah Hurst et al from "English: Language, Context and Culture" published by Orient BlackSwan, Hyderabad.

**Vocabulary:** Words Often Confused - Words from Foreign Languages and their Use in English.

**Grammar:** Identifying Common Errors in Writing with Reference to Misplaced Modifiers and Tenses.

**Reading:** Sub-Skills of Reading – Intensive Reading and Extensive Reading – Exercises for Practice.

**Writing:** Format of a Formal Letter-Writing Formal Letters E.g., Letter of Complaint, Letter of Requisition, Email Etiquette, Job Application with CV/Resume.

UNIT - IV

Chapter entitled 'Art and Literature' by Abdul Kalam from "English: Language, Context and Culture" published by Orient BlackSwan, Hyderabad.

**Vocabulary:** Standard Abbreviations in English Grammar: Redundancies and Clichés in Oral and Written Communication.

**Reading:** Writing: Survey, Question, Read, Recite and Review (SQ3R Method) - Exercises for Practice Writing Practices.

**Essay Writing:** Writing Introduction and Conclusion -Précis Writing.

UNIT - V

**Vocabulary:** Technical Vocabulary and their Usage

**Grammar:** Common Errors in English (Covering all the other aspects of grammar which were not covered in the previous units)

**Reading:** Writing: Reading Comprehension-Exercises for Practice Technical Reports- Introduction – Characteristics of a Report – Categories of Reports Formats- Structure of Reports (Manuscript Format) -Types of Reports – **Writing a Report.**

*12/10/2022*

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**ESSENTIAL READING:**

Text book :


“Towards a World of Equals: A Bilingual Textbook on Gender” written (1<sup>st</sup> edition) A.Suneetha, Uma Bhrugubanda, Duggirala Vasanta, Rama Melkote, Vasudha Nagaraj, Asma Rasheed, Gogu Shyamala, Deepa Sreenivas and Susie Tharu, Telugu Akademi publications, 2015.

**ASSESSMENT AND GRADING:**

1. Discussion & Classroom Participation: 50%
2. Project/Assignment/Attendance 50%

**Course Outcomes**

1. Students will have developed a better understanding of important issues related to gender in contemporary India and sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender.
2. Students will attain a finer grasp of how gender discrimination works in our society and acquire insight into the gendered division of labor and its relation to politics and economics.
3. Men and women students and professionals will be better equipped to work and live together as equals.
4. Students will develop a sense of appreciation of women in all walks of life.
5. Through providing accounts of studies and movements as well as the new laws that provide protection and relief to women, the textbook will empower students to understand and respond to gender violence.

 12/10/2022

Note:

Listening and Speaking Skills which are given under in AICTE Model Curriculum are covered in the syllabus of ELCS Lab Course.

**Note: 1.** As the syllabus of English given in AICTE Model Curriculum-2018 for B.Tech First Year is Open-ended, besides following the prescribed textbook, it is required to prepare teaching/learning materials by the teachers collectively in the form of handouts based on the needs of the students in their respective colleges for effective teaching/learning in the class.

**Note: 2.** Based on the recommendations of NEP2020, teachers are requested to be flexible to adopt Blended Learning in dealing with the course contents. They are advised to teach 40 percent of each topic from the syllabus in blended mode.

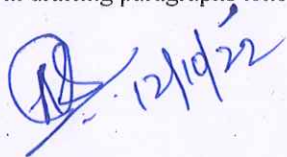
**TEXT BOOK:** 1. "English: Language, Context and Culture" (Edition-1) Orient BlackSwan Pvt. Ltd, Hyderabad. 2022.

#### REFERENCE BOOKS:

1. Effective Academic Writing (2<sup>nd</sup> edition) Rhonda Liss & Jason Davis, Oxford University Press, 2014.
2. Richards, Jack C. (3<sup>rd</sup> edition) Interchange Series. Introduction, 1, 2, 3. Cambridge University Press 2022
3. A Remedial English Grammar for Foreign Students (1<sup>st</sup> edition) Wood, F.T, Macmillan, 2007.
4. Learn English: A Fun Book of Functional Language, Grammar and Vocabulary. (2nd edition.) Chaudhuri, Santanu Sinha, Sage Publications, 2018.
5. Technical Communication, (1<sup>st</sup> edition) Wiley India Publications, 2019.

#### COURSE OUTCOMES:

1. Understand the importance of vocabulary and sentence structures.
2. Choose appropriate vocabulary and sentence structures for their oral and written communication.
3. Demonstrate their understanding of the rules of functional grammar.
4. Develop comprehension skills from the known and unknown passages.
5. Take an active part in drafting paragraphs, letters, essays, abstracts, précis and reports and various contexts.

*Choose*  
 12/10/22

R22

B.Tech

*Intro Course Objectives*  
*Advanced*

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**INTRODUCTION**

The introduction of the English Language Lab is considered essential at 3rd year level. At this stage the students need to prepare themselves for their careers which may require them to listen to, read, speak and write in English both for their professional and interpersonal communication in the globalised context.

**UNIT-I:**

Functional English: Starting a conversation, responding appropriately and relevantly, using the right body language, Role play in Different Situations.

**UNIT-II:**

Vocabulary Building: Synonyms and antonyms, word roots, one-word substitutes, prefixes and suffixes, study of word origin, analogy, idioms and phrasal verbs.

**UNIT-III:**

*Reading Skills*

Group Discussion: Dynamics of group discussion, intervention, summarizing, modulation of voice, body language, relevance, fluency and coherence.

**UNIT-IV:**

Interview Skills: Concept and process, pre-interview planning, opening strategies, answering strategies, Interview through tale and video- conferencing.

**UNIT-V:**

*Oral and Written Presentation Skills*

*plz-check*

**Resume' and Technical Report Writing:** Structure and presentation, planning, defining the career objective, projecting ones strengths and skill-sets, summary, formats and styles, Letter-writing.

**Reading Comprehension:** Reading for facts, guessing meanings from context, scanning, skimming, inferring meaning and critical reading.

**Reference books:**

1. Technical Communication (1<sup>st</sup> edition) Meenakshi Raman & Sangeeta Sharma, Oxford University Press 2009.
2. Advanced Communication Skills Laboratory Manual (1<sup>st</sup> edition) Sudha Rani, D. Pearson Education 2011.
3. Technical Communication (1<sup>st</sup> edition) Paul V. Anderson, Cengage Learning, 2007.
4. Business and Professional Communication: Keys for Workplace Excellence, (South Asia Edition) Kelly M Quintanilla and Shawn T. Wahl, Sage publications, 2011.

**COURSE OUTCOMES**

1. Explain the rules of formal and informal situational dialogues and develop verbal & Non-verbal communication skills.
2. Build academic vocabulary, use a variety of accurate sentence structure and utilize digital literacy tools to develop writing and grammar skills.
3. Express clarity of thoughts, capability to hold the discussion with everyone and develop analytical thinking.
4. Develop the skills needed for approaching different types of interviews
5. Illustrate the report writing and summarize the main ideas of report; apply key elements of structure and style in drafting longer documents, summarize the personal details, customize the objective statement for job needs.

*12/10/22*

*Format*

B.Tech

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Unit - 1 History of Making of the Indian Constitution- History of Drafting Committee.

Unit - 2 Philosophy of the Indian Constitution- Preamble Salient Features

Unit - 3 Contours of Constitutional Rights & 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 - 4 Organs of Governance: Parliament, Composition, Qualifications and Disqualifications, Powers and Functions, Executive, President, Governor, Council of Ministers, Judiciary, Appointment and Transfer of Judges, Qualifications, Powers and Functions

Unit - 5 Local Administration: District's Administration head: Role and Importance, Municipalities: Introduction, Mayor and role of Elected Representative, CEO of Municipal Corporation. Panchayat raj: Introduction, PRI: Zila Panchayat. Elected officials and their roles, CEO ZilaPanchayat: Position and role. Block level: Organizational Hierarchy (Different departments), Village level: Role of Elected and Appointed officials, Importance of grass root democracy

Unit- 6 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.

#### Reference books:

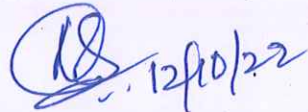
#### Suggested Reading:

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

#### Course Outcomes:

Students will be able to:

1. Understand the growth of the demand for civil rights in India for the bulk of Indians before the arrival of Gandhi in Indian politics.
2. Discuss the intellectual origins of the framework of argument that informed the conceptualization of social reforms leading to revolution in India.
3. Evaluate the circumstances surrounding the foundation of the Congress Socialist Party [CSP] under the leadership of Jawaharlal Nehru and the eventual failure of the proposal of direct elections through adult suffrage in the Indian Constitution
4. Recall the passage of the Hindu Code Bill of 1956.
5. Learn why there is a need for limits on power in a democratic form of government.

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(A400503) ENGLISH LANGUAGE AND COMMUNICATION SKILLS LABORATORY

B.Tech

*Introduction  
Course Objectives*

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The English Language and Communication Skills (ELCS) Lab focuses on the production and practice of sounds of language and familiarizes the students with the use of English in everyday situations both in formal and informal contexts.

**Syllabus:** English Language and Communication Skills Lab (ELCS) shall have two parts:

- Computer Assisted Language Learning (CALL) Lab
- Interactive Communication Skills (ICS) Lab

**Exercise – I**

CALL Lab:

Understand: Listening Skill- Its importance – Purpose- Process- Types- Barriers- Effective Listening. Practice: Introduction to Phonetics – Speech Sounds – Vowels and Consonants – Minimal Pairs Consonant Clusters- Past Tense Marker and Plural Marker- Testing Exercises // ICS Lab: Understand: Spoken vs. Written language- Formal and Informal English. Practice: Ice-Breaking Activity and JAM Session- Situational Dialogues – Greetings – Taking Leave – Introducing Oneself and Others.

**Exercise – II**

CALL Lab:

Understand: Structure of Syllables – Word Stress– Weak Forms and Strong Forms – Stress pattern in sentences – Intonation. Practice: Basic Rules of Word Accent - Stress Shift - Weak Forms and Strong Forms- Stress pattern in sentences – Intonation - Testing Exercises // ICS Lab: Understand: Features of Good Conversation – Strategies for Effective Communication. Practice: Situational Dialogues – Role Play- Expressions in Various Situations – Making Requests and Seeking Permissions - Telephone Etiquette.

**Exercise – III**

CALL Lab:

Understand: Errors in Pronunciation-Neutralising Mother Tongue Interference (MTI). Practice: Common Indian Variants in Pronunciation – Differences between British and American Pronunciation -Testing Exercises // ICS Lab: Understand: Descriptions- Narrations- Giving Directions and Guidelines – Blog Writing Practice: Giving Instructions – Seeking Clarifications – Asking for and Giving Directions – Thanking and Responding – Agreeing and Disagreeing – Seeking and Giving Advice – Making Suggestions.

**Exercise – IV**

CALL Lab:

Understand: Listening for General Details. Practice: Listening Comprehension Tests - Testing Exercises // ICS Lab: Understand: Public Speaking – Exposure to Structured Talks - Non-verbal Communication Presentation Skills. Practice: Making a Short Speech – Extempore- Making a Presentation.

**Exercise – V**

CALL Lab:

Understand: Listening for Specific Details. Practice: Listening Comprehension Tests -Testing Exercises // ICS Lab: Understand: Group Discussion Practice: Group Discussion Minimum Requirement of infrastructural facilities for ELCS Lab:

1. Computer Assisted Language Learning (CALL) Lab: The Computer Assisted Language Learning Lab has to accommodate 40 students with 40 systems, with one Master Console, LAN facility and English language learning software for self- study by students. System Requirement (Hardware component): Computer network with LAN facility (minimum 40 systems with multimedia) with the following specifications: i) Computers with Suitable Configuration ii) High Fidelity Headphones

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2. Interactive Communication Skills (ICS) Lab : The Interactive Communication Skills Lab: A Spacious room with movable chairs and audiovisual aids with a Public Address System, a T. V. or LCD, a digital stereo – audio & video system and camcorder etc. Source of Material (Master Copy): • Exercises in Spoken English, Part 1, 2, 3. CIEFL and Oxford University Press. Note: Teachers are requested to make use of the master copy and get it tailor-made to suit the contents of the syllabus

**REFERENCE BOOKS:**

1. English Language Communication Skills – Lab Manual cum Workbook. Cengage Learning, 2022.
2. Communicative English – A workbook, (1<sup>st</sup> edition) ,Shoba,KN & Rayen ,J. Lourdes , Cambridge University Press , 2019.
3. Communication Skills: A Workbook.(1<sup>st</sup> edition) Kumar Sanjay & Lata, Pushp , Oxford University Press , 2019.
4. ELCS Lab Manual: A Workbook for CALL and ICS Lab Activities, Board of Editors, Orient Black Swan Publications, 2016.

**Course Outcomes:** Students will be able to:

1. Understand the nuances of English language through audio- visual experience and group activities.
2. Neutralise their accent for intelligibility.
3. Speak with clarity and confidence which in turn enhances their employability skills
4. Students will learn public speaking skills and overcome stage fear.
5. Express clarity of thoughts, capability to hold the discussion with everyone and develop analytical thinking.

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(A400704) UNIVERSAL HUMAN VALUES

B.Tech

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UNIT - I

Basic Guidelines, Content and Process for Value Education

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

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

UNIT - II

Understanding Harmonies in the Human Being - Harmony in Myself!

- Understanding human being as a co-existence of the sentient 'I' and the material 'Body'
- Understanding the needs of Self ('I') and 'Body' - happiness and physical facility
- Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer) • Understanding the characteristics and activities of 'I' and harmony in 'I'
- Understanding the harmony of I with the Body: Sanyam and Health; correct appraisal of Physical needs, meaning of Prosperity in detail
- Programs to ensure Sanyam and Health. Include practice sessions to discuss the role others have played in making material goods available to me. Identifying from one's own life. Differentiate between prosperity and accumulation. Discuss program for ensuring health vs dealing with disease

UNIT - III

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

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

UNIT - IV

Understanding Harmony in the Nature and Existence –  
Whole existence as Coexistence

- Understanding the harmony in the Nature

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## UNIT - IV

### Understanding Harmony in the Nature and Existence–

#### Whole existence as Coexistence

- Understanding the harmony in the Nature
- Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self-regulation in nature
- Understanding Existence as Co-existence of mutually interacting units in all- pervasive space
- Holistic perception of harmony at all levels of existence. Include practice sessions to discuss human being as cause of imbalance in nature (film “Home” can be used), pollution, depletion of resources and role of technology etc.

## UNIT – V

### Implications of the above Holistic Understanding of Harmony on Professional Ethics

- Natural acceptance of human values
- Definitiveness of Ethical Human Conduct
- Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order
- Competence in professional ethics:
  - a. Ability to utilize the professional competence for augmenting universal human order
  - b. Ability to identify the scope and characteristics of people friendly and eco-friendly production systems,
  - c. Ability to identify and develop appropriate technologies and management patterns for above production systems.
- Case studies of typical holistic technologies, management models and production systems
- Strategy for transition from the present state to Universal Human Order: a. At the level of individual: as socially and ecologically responsible engineers, technologists and managers b. At the level of society: as mutually enriching institutions and organizations
- Sum up. Include practice Exercises and Case Studies will be taken up in Practice (tutorial) Sessions eg. To discuss the conduct as an engineer or scientist etc.

### Textbooks:

1. “A Foundation Course in Human Values and Professional Ethics”,( 2nd Revised Edition,) R R Gaur, R Asthana, G P Bagaria Excel Books, 2019.
2. “Teachers’ Manual for A Foundation Course in Human Values and Professional Ethics”,( 2nd Revised Edition),R R Gaur , R Asthana , G P Bagaria, Excel Books, 2019.

### Reference Books:

1. Jeevan Vidya: EkParichaya, A Nagaraj, Jeevan Vidya Prakashan, Amar kantik, 1999.
2. “Human Values”, (1<sup>st</sup> edition), A.N.Tripathi, New Age Intl. Publishers, 2004.

### Course Outcomes (CO):

By the end of the course,

1. Students are expected to become more aware of themselves, and their surroundings (family, society, nature)
2. They would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind. • They would have better critical ability.
3. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society).
4. It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.
5. Distinguish between ethical and unethical practices, and start identifying a strategy to actualize a harmonious environment where ever they work.

 12/10/2022

B.Tech

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**COURSE DESCRIPTION**

This course offers an introduction to Gender Studies, an interdisciplinary field that asks critical questions about the meanings of sex and gender in society. The primary goal of this course is to familiarize students with key issues, questions and debates in Gender Studies, both historical and contemporary. It draws on multiple disciplines – such as literature, history, economics, psychology, sociology, philosophy, political science, anthropology and media studies – to examine cultural assumptions about sex, gender, and sexuality.

This course integrates analysis of current events through student presentations, aiming to increase awareness of contemporary and historical experiences of women, and of the multiple ways that sex and gender interact with race, class, caste, nationality and other social identities. This course also seeks to build an understanding and initiate and strengthen programmes combating gender-based violence and discrimination. The course also features several exercises and reflective activities designed to examine the concepts of gender, gender-based violence, sexuality, and rights. It will further explore the impact of gender-based violence on education, health and development.

**Unit-I: UNDERSTANDING GENDER**

Introduction:

Definition of Gender-Basic Gender Concepts and Terminology-Exploring Attitudes towards Gender-Construction of Gender-Socialization: Making Women, Making Men - Preparing for Womanhood. Growing up Male. First lessons in Caste.

**UNIT II: GENDER ROLES AND RELATIONS**

Two or Many? -Struggles with Discrimination-Gender Roles and Relations-Types of Gender Roles Gender Roles and Relationships Matrix-Missing Women-Sex Selection and Its Consequences Declining Sex Ratio. Demographic Consequences-Gender Spectrum: Beyond the Binary

**UNIT III: GENDER AND LABOUR**

Division and Valuation of Labour-Housework: The Invisible Labor- “My Mother doesn’t Work.” “Share the Load.”- Work: Its Politics and Economics -Fact and Fiction. Unrecognized and Unaccounted work. -Gender Development Issues-Gender, Governance and Sustainable Development-Gender and Human Rights-Gender and Mainstreaming

**UNIT IV: GENDER - BASED VIOLENCE**

The Concept of Violence- Types of Gender-based Violence-Gender-based Violence from a Human Rights Perspective-Sexual Harassment: Say No!-Sexual Harassment, not Eve-teasing- Coping with Everyday Harassment- Further Reading: “Chupulu”. Domestic Violence: Speaking Out/Is Home a Safe Place? -When Women Unite [Film]. Rebuilding Lives. Thinking about Sexual Violence Blaming the Victim-“I Fought for my Life....”

**UNIT V: GENDER AND CULTURE**

Gender and Film-Gender and Electronic Media-Gender and Advertisement-Gender and Popular Literature- Gender Development Issues-Gender Issues-Gender Sensitive Language-Gender and Popular Literature - Just Relationships: Being Together as Equals Mary Kom and Onler. Love and Acid just do not Mix. Love Letters. Mothers and Fathers. Rosa Parks The Brave Heart.

**Note:**

Classes will consist of a combination of activities: dialogue-based lectures, discussions, collaborative learning activities, group work and in-class assignments. Apart from the above prescribed book, Teachers can make use of any authentic materials related to the topics given in the syllabus on “Gender”.

*Gender and Coexistence  
(R18)*

*18/12/22*



# CMR COLLEGE OF ENGINEERING & TECHNOLOGY

(Autonomous)

KANDLAKOYA, MEDCHAL ROAD, HYDERABAD  
DEPARTMENT OF HUMANITIES & SCIENCES

Date: 6/01/2022

## Minutes of Meeting

The pre-BOS meeting was conducted on 6/01/2022 in AECS lab, Block-3, Room no: 203 at 2.00 P.M.

The points discussed in the meeting were

1. To revise I B.Tech. Course Structure of English Theory and labs & English related subjects like Gender -Sensitization lab, Indian Constitution, Universal Human Values and Ethics.
2. The syllabus formation for R-22 regulation was discussed.
3. The faculty members have suggested the topics to be incorporated and deleted for the new syllabus design.
4. Workout on topic models and design curriculum
5. Few faculty suggested that all four skills need be incorporated in English theory as well as labs. ( IB.TECH -ELCS LAB & III-BTECH- AECS LAB).

### Members Present

Dr.S.B. Fathima Mary – Professor, Dean( Faculty & Student Affairs)

Ms. E.Madhavi – Assistant Professor

Dr.P.Hathiram – Assistant Professor

Ms.G.Laxmi –Assistant Professor


Ms. P.Rosy Matilda –Assistant Professor

Ms. G.Vasanth –Assistant Professor

Ms.S.Swapna –Assistant Professor

Ms.V.Sameera –Assistant Professor

The meeting concluded with the necessary changes incorporated for BOS discussion.

  
Subject Co-ordinator

# CMR COLLEGE OF ENGINEERING & TECHNOLOGY

(Autonomous)

KANDLAKOYA, MEDCHAL ROAD, HYDERABAD  
DEPARTMENT OF HUMANITIES & SCIENCES

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Date: 16/9/2022

## Minutes of Meeting

The pre-BOS meeting was conducted on 16/9/2022 in ELCS lab lab, Block-1, Room no: 212 at 12.10 P.M .

The points discussed in the meeting were

1. To revise I B.Tech. Course Structure of English Theory, labs & English related subjects like Gender -Sensitization lab, Indian Constitution, Universal Human Values and Ethics.
- 2 .The syllabus formation for R-22 regulation was discussed.
3. The faculty members have suggested the topics to be incorporated and deleted for the new syllabus design.
4. Workout on topic models and design curriculum
5. Few faculty suggested that all four skills need be incorporated in English theory as well as labs. ( I B.TECH -ELCS LAB & III-BTECH- AECS LAB).
6. They emphasized more on language skills enhancement so that students can comprehend confidently in different work- related situations and contexts.
7. Few more faculty suggested that the name of the English subject can be altered to "English for Language enhancement".
8. One among the senior faculty expressed his doubt that time allotted won't be sufficient to focus on all four language skills in the lab itself. So suggested to include Reading & Writing in theory syllabus and Listening & Speaking in ELCS lab for I BTech.
9. They also suggested that scheme of evaluation need to be changed accordingly and evaluation parameters for speaking assessment need to be properly framed based on the parameters like: Content and relevance, Delivery , eye contact, Audibility, pace , gestures, word choice, preparedness and structure .
10. Listening Skills is assessed based on the tracks played in the lab. Students will be provided with week- wise worksheets designed based on tracks.

11. Reading can be assessed based on the news paper articles that the students collect. Every student can have flexibility to select any authentic reading article from newspaper.
12. Writing skills can be tested based on picture perception, emails, reports ,letter writing models designed for testing.

#### Members Present

Dr.S.B. Fathima Mary – Professor, Dean( Faculty & Student Affairs)

Ms. E.Madhavi – Assistant Professor

Dr.P.Hathiram – Assistant Professor

Ms.G.Laxmi –Assistant Professor

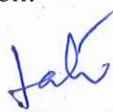
Ms. P.Rosy Matilda –Assistant Professor

Ms. G.Vasantha –Assistant Professor

Ms.S.Swapna –Assistant Professor

Ms.V.Sameera –Assistant Professor

The meeting concluded with the necessary changes incorporated for BOS discussion.

  
Subject Co-ordinator





# CMR COLLEGE OF ENGINEERING & TECHNOLOGY

(Autonomous)

KANDLAKOYA, MEDCHAL ROAD, HYDERABAD

DEPARTMENT OF HUMANITIES & SCIENCES

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Date: 26/09/2022

To

The Principal  
CMRCET  
Hyderabad

Through IQAC

Sub: Requisition letter to conduct BOS meeting.

Respected Sir,

As per the above mentioned subject, the Department of English CMRCET is planning to conduct a BOS meeting to revise the courses of English and English related subjects for the new regulations R22 for B.Tech programs. So, I request you to give permission to conduct BOS.

Thanking you Sir,

Yours Sincerely,

(Dr.S.B. Fathima Mary)

**(A400101)ENGLISH FOR SKILL ENHANCEMENT**  
(Common to all branches)

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**UNIT - I**

**Chapter entitled 'Toasted English' by R.K.Narayan from "English: Language, Context and Culture" published by Orient BlackSwan, Hyderabad.**

**Vocabulary:** The Concept of Word Formation -The Use of Prefixes and Suffixes -Acquaintance with Prefixes and Suffixes from Foreign Languages to form Derivatives -Synonyms and Antonyms

**Grammar:** Identifying Common Errors in Writing with Reference to Articles and Prepositions.

**Reading:** Reading and Its Importance- Techniques for Effective Reading.

**Writing:** Sentence Structures -Use of Phrases and Clauses in Sentences- Importance of Proper Punctuation- Techniques for writing precisely – Paragraph Writing – Types, Structures and Features of a Paragraph - Creating Coherence-Organizing Principles of Paragraphs in Documents.

**UNIT - II**

**Chapter entitled 'Appro JRD ' by Sudha Murthy from " English Language , Context and Culture" published by Orient Black Swan ,Hyderabad.**

**Vocabulary:** Words Often Misspelt - Homophones, Homonyms and Homographs **Grammar:**Identifying Common Errors in Writing with Reference to Noun-pronoun Agreement and Subject-verb Agreement.

**Reading:** Sub-Skills of Reading – Skimming and Scanning

**UNIT - III**

**Chapter entitled 'Lessons from Online Learning' by F.HaiderAlvi, Deborah Hurst et al from "English: Language, Context and Culture" published by Orient BlackSwan, Hyderabad.**

**Vocabulary:** Words Often Confused - Words from Foreign Languages and their Use in English.

**Grammar:** Identifying Common Errors in Writing with Reference to Misplaced Modifiers and Tenses.

**Reading:** Sub-Skills of Reading – Intensive Reading and Extensive Reading – Exercises for Practice.

**Writing:** Format of a Formal Letter-Writing Formal Letters E.g., Letter of Complaint, Letter of Requisition, Email Etiquette, Job Application with CV/Resume.

**UNIT - IV**

**Chapter entitled 'Art and Literature' by Abdul Kalam from "English: Language, Context and Culture" published by Orient BlackSwan, Hyderabad.**

**Vocabulary:** Standard Abbreviations in English **Grammar:** Redundancies and Clichés in Oral and Written Communication.

**Reading:** Writing: Survey, Question, Read, Recite and Review (SQ3R Method) - Exercises for Practice Writing Practices

**Essay Writing-**Writing Introduction and Conclusion - Précis Writing

**UNIT - V**

**Grammar:** Common Errors in English (Covering all the other aspects of grammar which were not covered in the previous units)

**Reading:** Writing: Reading Comprehension-Exercises for Practice Technical Reports- Introduction.

**NOTE:**

Listening and Speaking Skills which are given under in AICTE Model Curriculum are covered in the syllabus of ELCS Lab Course.

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- NOTE 1: As the syllabus of English given in AICTE Model Curriculum-2018 for B.Tech First Year is Open-ended, besides following the prescribed textbook, it is required to prepare teaching/learning materials by the teachers collectively in the form of handouts based on the needs of the students in their respective colleges for effective teaching/learning in the class.
- NOTE 2: Based on the recommendations of NEP2020, teachers are requested to be flexible to adopt Blended Learning in dealing with the course contents. They are advised to teach 40 percent of each topic from the syllabus in blended mode.

**TEXT BOOK:**

1. "English: Language, Context and Culture" by Orient BlackSwan Pvt. Ltd, Hyderabad. 2022. Print.

**REFERENCE BOOKS:**

1. Effective Academic Writing, (2<sup>nd</sup> edition) by Liss and Davis (OUP) 2014.
2. Richards, Jack C. Interchange Series. Introduction, (4<sup>th</sup> edition), Cambridge University Press 2022
3. Remedial English Grammar by Wood F.T, Macmillan. 2007.
4. Learn English: A Fun Book of Functional Language, Grammar and Vocabulary, (2<sup>nd</sup> edition) Chaudhuri, Santanu Sinha, Sage Publications India Pvt. Ltd. 2018
5. Technical Communication, (1<sup>st</sup> edition), Wiley India Pvt. Ltd. 2019
6. English for Technical Communication for Engineering, Vishwamohan, Aysa 2013

**Course Outcomes:**

On completion of the course students will be able to

1. Understand the importance of vocabulary and sentence structures.
2. Choose appropriate vocabulary and sentence structures for their oral and written communication.
3. Demonstrate their understanding of the rules of functional grammar.
4. Develop comprehension skills from the known passages.
5. Acquire basic proficiency in reading and writing modules of English and take an active part in drafting paragraphs, letters, essays, abstracts, precis, and reports in various contexts.

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

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The English Language and Communication Skills (ELCS) Lab focuses on the production and practice of sounds of language and familiarizes the students with the use of English in everyday situations both in formal and informal contexts.

English Language and Communication Skills Lab (ELCS) shall have two parts:

- a. Computer Assisted Language Learning (CALL) Lab
- b. Interactive Communication Skills (ICS) Lab

**Listening Skills Objectives**

1. To enable students develop their listening skills so that they may appreciate the role in the LSRW skills approach to language and improve their pronunciation
2. To equip students with necessary training in listening, so that they can comprehend the speech of people of different backgrounds and regions. Students should be given practice in listening to the sounds of the language, to be able to recognize them and find the distinction between different sounds, to be able to mark stress and recognize and use the right intonation in sentences.
  - Listening for general content
  - Listening to fill up information
  - Intensive listening
  - Listening for specific information

**Speaking Skills Objectives**

1. To involve students in speaking activities in various contexts
2. To enable students express themselves fluently and appropriately in social and professional
  - Oral practice
  - Describing objects/situations/people
  - Role play – Individual/Group activities
  - Just A Minute (JAM) Sessions

The following course content is prescribed for the English Language and Communication Skills Lab

**Exercise – I**

**CALL Lab:** Understand: Listening Skill- Its importance – Purpose- Process- Types- Barriers- Effective Listening. Practice: Introduction to Phonetics – Speech Sounds – Vowels and Consonants – Minimal Pairs - Past Tense Marker and Plural Marker- Testing Exercises

**ICS Lab:** Understand: Spoken vs. Written language- Formal and Informal English. Practice: Ice-Breaking Activity and JAM Session- Situational Dialogues – Greetings – Taking Leave – Introducing Oneself and Others.

**Exercise – II**

**CALL Lab:** Understand: Structure of Syllables – Word Stress– Weak Forms and Strong Forms – Stress pattern in sentences – Intonation. Practice: Basic Rules of Word Accent - Stress Shift - Weak Forms and Strong Forms- Stress pattern in sentences – Intonation - Testing Exercises.

**ICS Lab:** Understand: Features of Good Conversation – Strategies for Effective Communication. Practice: Situational Dialogues – Role Play- Expressions in Various Situations –Making Requests and Seeking Permissions - Telephone Etiquette.

**Exercise – III**

**CALL Lab:** Understand: Errors in Pronunciation-Neutralising Mother Tongue Interference (MTI). Practice: Common Indian Variants in Pronunciation – Differences between British and American Pronunciation -Testing Exercises

**ICS Lab:** Understand: Descriptions- Narrations- Giving Directions and Guidelines – Blog Writing Practice: Giving Instructions – Seeking Clarifications – Asking for and Giving Directions – Thanking and Responding – Agreeing and Disagreeing – Seeking and Giving Advice – Making Suggestions.

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**Exercise – IV**

**CALL Lab:** Understand: Listening for General Details. Practice: Listening Comprehension Tests - Testing Exercises

**ICS Lab:** Understand: Public Speaking – Exposure to Structured Talks - Non-verbal Communication/Presentation Skills. Practice: Making a Short Speech – Extempore- Making a Presentation.

**Exercise – V**

**CALL Lab:** Understand: Listening for Specific Details. Practice: Listening Comprehension Tests -Testing Exercises

**ICS Lab:** Understand: Group Discussion Practice: Group Discussion

**Minimum Requirement of infrastructural facilities for ELCS Lab:**

- 1. Computer Assisted Language Learning (CALL) Lab:** The Computer Assisted Language Learning Lab has to accommodate 30 students with 30 systems, with one Master Console, LAN facility and English language learning software for self- study by students. System Requirement (Hardware component): Computer network with LAN facility (minimum 40 systems with multimedia) with the following specifications: i) Computers with Suitable Configuration ii) High Fidelity Headphones
- 2. Interactive Communication Skills (ICS) Lab :** The Interactive Communication Skills Lab: A Spacious room with movable chairs and audiovisual aids with a Public Address System, a T. V. or LCD, a digital stereo –audio & video system and camcorder etc. Source of Material (Master Copy): • Exercises in Spoken English. Part 1,2,3. CIEFL and Oxford University Press Note: Teachers are requested to make use of the master copy and get it tailor-made to suit the contents of the syllabus

**REFERENCE BOOKS:**

1. English Language Communication Skills Lab Manual cum Workbook,(1<sup>st</sup> edition) ,by Rajesh Kumar Cengage Learning India Pvt. Ltd,2022
2. Communicative English - A workbook, (Revised Edition)byShobha, KN &Rayen, J. Lourdes, Cambridge University Press, 2019.
3. Communication Skills: A Workbook. Kumar, (2<sup>nd</sup> edition) by Sanjay &Lata, Pushp, Oxford University Press, 2019.
4. ELCS Lab Manual: A Workbook for CALL and ICS Lab Activities,(Board of Editors), Orient Black Swan Pvt. Ltd, 2016
5. English Language Skills: A Practical Approach, Mishra, Veerendra et al., Cambridge University Press, 2020.

**Course Outcomes:**

On completion of the course students will be able to

1. Understand the nuances of English language through audio- visual experience and group activities.
2. Neutralise their accent for intelligibility.
3. Speak with clarity and confidence which in turn enhances their employability skills
4. Students will learn public speaking skills and overcome stage fear.
5. Express clarity of thoughts, capability to hold the discussion with everyone and develop analytical thinking.

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

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(A400504) ADVANCED ENGLISH COMMUNICATION SKILLS LABORATORY  
(Common to all branches)

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**INTRODUCTION**

The introduction of the English Language Lab is considered essential at 3rd year level. At this stage the students need to prepare themselves for their careers which may require them to listen to, read, speak and write in English both for their professional and interpersonal communication in the globalised context.

**UNIT-I:**

Functional English: Starting a conversation, responding appropriately and relevantly, using the right body language, Role play in Different Situations.

**UNIT-II:**

Vocabulary Building: Synonyms and antonyms, word roots, one-word substitutes, prefixes and suffixes, study of word origin, analogy, idioms and phrasal verbs.

**UNIT-III:**

Group Discussion: Dynamics of group discussion, intervention, summarizing, modulation of voice, body language, relevance, fluency and coherence.

**UNIT-IV:**

Interview Skills: Concept and process, pre-interview planning, opening strategies, answering strategies, Interview through tale and video- conferencing.

**UNIT-V:**

Resume' and Technical Report Writing: Structure and presentation, planning, defining the career objective, projecting ones strengths and skill-sets, summary, formats and styles, Letter-writing.

Reading Comprehension: Reading for facts, guessing meanings from context, scanning, skimming, inferring meaning and critical reading.

**REFERENCES**

The Basics of Communication: A Relational Perspective, Stev Duck & DavidT. Mc Mahan. Sage South Asia Edition. Sage Publications (2012)

English Vocabulary in Use series, Cambridge University Press 2008

Barron's – The leader in test preparation 2nd Edition

Philip Geer, Barron's – Essential words for the GRE – 3rd Edition

PS .Bright-Manual for Group Discussion

R Guptas ,AnandGanguly, Group and Interviews .

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**COURSE OUTCOMES:**

On completion of the course students will be able to

1. Explain the rules of formal and informal situational dialogues and develop verbal & nonverbal communication skills.
2. Build academic vocabulary, use a variety of accurate sentence structure and utilize digital literacy tools to develop writing and grammar skills.
3. Express clarity of thoughts, capability to hold the discussion with everyone and develop analytical thinking.
4. Develop the skills needed for approaching different types of interviews Illustrate the report writing and summarize the main ideas of report; apply key elements of structure and style in drafting loner documents.
5. Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge and summarize the personal details, Customize the objectives statement for each position they are applying for job.

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C01	-	-	-	-	-	-	-	-	-	3	-	-
C02	-	-	-	-	-	-	-	-	3	-	-	-
C03	-	-	-	-	-	-	-	-	2	3	-	-
C04	-	-	-	-	-	-	-	-	2	-	-	-
C05	-	-	-	-	-	-	-	-	-	3	-	-

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(A400702) GENDER SENSITIZATION

(Common to all branches)

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UNIT-I: UNDERSTANDING GENDER

**Introduction: Definition of Gender-Basic Gender Concepts and Terminology-Exploring Attitudes towards Gender-Construction of Gender-Socialization: Making Women, Making Men - Preparing for Womanhood-Growing up Male, First lessons in Caste.**

UNIT – II: GENDER ROLES AND RELATIONS

**Two or Many? -Struggles with Discrimination-Gender Roles and Relations-Types of Gender Roles- Gender Roles and Relationships Matrix-Missing Women-Sex Selection and Its ConsequencesDeclining Sex Ratio-Demographic Consequences-Gender Spectrum: Beyond the Binary**

UNIT – III: GENDER AND LABOUR

**Division and Valuation of Labour-Housework: The Invisible Labor- “My Mother doesn’t Work.” “Share the Load.”-Work: Its Politics and Economics -Fact and Fiction. Unrecognized and Unaccounted work.– GenderDevelopment Issues-Gender, Governance and Sustainable Development-Gender and Human Rights-Gender andMainstreaming**

UNIT – IV: GENDER - BASED VIOLENCE

**The Concept of Violence- Types of Gender-based Violence-Gender-based Violence from a Human Rights Perspective-Sexual Harassment: Say No!-Sexual Harassment, not Eve-teasing- Coping with Everyday Harassment- Further Reading: “Chupulu”. Domestic Violence: SpeakingOutIs Home a Safe Place? – When Women Unite [Film]. Rebuilding Lives. Thinking about Sexual Violence Blaming the Victim-“I Fought for myLife....”**

UNIT – V: GENDER AND CULTURE

**Gender and Film-Gender and Electronic Media-Gender and Advertisement-Gender and Popular LiteratureGender Development Issues-Gender Issues-Gender Sensitive Language-Gender and Popular Literature – JustRelationships: Being Together as Equals Mary Kom and Onler. Love and Acid just do not Mix. Love Letters-Mothers and Fathers- Rosa ParksThe Brave Heart.**

REFERENCE BOOKS

**1. Towards a World of Equals: A Bilingual Textbook on Gender, A.Suneetha, Uma Bhrugubanda, DuggiralaVasanta, Rama Melkote, VasudhaNagaraj, AsmaRasheed, GoguShyamala, DeepaSreenivas and Susie Tharu published by Telugu Akademi, Telangana Government, 2015.**

Course Outcomes:

On completion of the course students will be able to

1. Students will have developed a better understanding of important issues related to gender in contemporary India.
2. Students will be sensitized to basic dimensions of the biological, sociological, psychological and legalaspects of gender. (This will be achieved through discussion of materials derived from research, facts, everyday life, literature and film).
3. Students will attain a finer grasp of how gender discrimination works in our society and acquire insight into the gendered divisin of labour and its relatuion to politics and economics.

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4. Men and women students and professionals will be better equipped to work and live together as equals.

5. Students will develop a sense of appreciation of women in all walks of life by going through accounts of studies and movements as well as the new laws that provide protection and relief to women.

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

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**UNIT - 1**

History of Making of the Indian Constitution- History of Drafting Committee.

**UNIT - 2**

Philosophy of the Indian Constitution- Preamble Salient Features

**UNIT - 3**

Contours of Constitutional Rights & 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 - 4**

Organs of Governance: Parliament, Composition, Qualifications and Disqualifications, Powers and Functions, Executive, President, Governor, Council of Ministers, Judiciary, Appointment and Transfer of Judges, Qualifications, Powers and Functions

**UNIT - 5**

Local Administration: District's Administration head: Role and Importance, Municipalities: Introduction, Mayor and role of Elected Representative, CEO of Municipal Corporation. Panchayat raj: Introduction, PRI: Zila Panchayat. Elected officials and their roles, CEO ZilaPanchayat: Position and role. Block level: Organizational Hierarchy (Different departments), Village level: Role of Elected and Appointed officials, Importance of grass root democracy

**REFERENCE BOOKS**

1. The Constitution of India, 1950 (Bare Act), Government Publication.
2. Dr. B. R. Ambedkar framing of Indian Constitution, Dr. S. N. Busi, 1<sup>st</sup> Edition, 2015.
3. Indian Constitution Law (7<sup>th</sup>Edn), M. P. Jain, Lexis Nexis, 2014.
4. Introduction to the Constitution of India, D.D. Basu, Lexis Nexis, 2015.






**Course Outcomes:**

On completion of the course students will be able to

1. Discuss the growth of the demand for civil rights in India for the bulk of Indians before the arrival of Gandhi in Indian politics.
2. Discuss the intellectual origins of the framework of argument that informed the conceptualization of social reforms leading to revolution in India.
3. Discuss the circumstances surrounding the foundation of the Congress Socialist Party [CSP] under the leadership of Jawaharlal Nehru.
4. Discuss the eventual failure of the proposal of direct elections through adult suffrage in the Indian Constitution
5. Discuss the passage of the Hindu Code Bill of 1956.

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CO1	2	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	-	-	-	-	-	-	2
CO3	-	-	-	-	-	2	-	-	-	-	-	-
CO4	-	-	-	2	-	3	-	-	-	-	-	-
CO5	-	2	-	-	-	-	-	-	-	-	-	-

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## (A400704) UNIVERSAL HUMAN VALUES

(Common to all branches)

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### UNIT - I

Basic Guidelines, Content and Process for Value Education

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

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

### UNIT - II

Understanding Harmony in the Human Being - Harmony in Myself!

- Understanding human being as a co-existence of the sentient 'I' and the material 'Body'
- Understanding the needs of Self ('I') and 'Body' - happiness and physical facility
- Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer) • Understanding the characteristics and activities of 'I' and harmony in 'I'
- Understanding the harmony of I with the Body: Sanyam and Health; correct appraisal of Physical needs, meaning of Prosperity in detail
- Programs to ensure Sanyam and Health. Include practice sessions to discuss the role others have played in making material goods available to me. Identifying from one's own life. Differentiate between prosperity and accumulation. Discuss program for ensuring health vs dealing with disease

### UNIT - III

Understanding Harmony in the Family and Society- Harmony in Human- Human Relationship

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

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

### UNIT - IV

Understanding Harmony in the Nature and Existence – Whole existence as Coexistence

- Understanding the harmony in the Nature
- Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self-regulation in nature
- Understanding Existence as Co-existence of mutually interacting units in all- pervasive space
- Holistic perception of harmony at all levels of existence. Include practice sessions to discuss human being as cause of imbalance in nature (film "Home" can be used), pollution, depletion of resources and role of technology etc.

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## UNIT – V

### Implications of the above Holistic Understanding of Harmony on Professional Ethics

- Natural acceptance of human values
- Definitiveness of Ethical Human Conduct
- Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order
- Competence in professional ethics:
  - a. Ability to utilize the professional competence for augmenting universal human order
  - b. Ability to identify the scope and characteristics of people friendly and eco-friendly production systems,
  - c. Ability to identify and develop appropriate technologies and management patterns for above production systems.
- Case studies of typical holistic technologies, management models and production systems
- Strategy for transition from the present state to Universal Human Order: a. At the level of individual: as socially and ecologically responsible engineers, technologists and managers b. At the level of society: as mutually enriching institutions and organizations
- Sum up. Include practice Exercises and Case Studies will be taken up in Practice (tutorial) Sessions eg. To discuss the conduct as an engineer or scientist etc.

### Textbooks:

1. R R Gaur, R Asthana, G P Bagaria, "A Foundation Course in Human Values and Professional Ethics", 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1
2. R R Gaur, R Asthana, G P Bagaria, "Teachers' Manual for A Foundation Course in Human Values and Professional Ethics", 2nd Revised Edition, Excel Books, New Delhi, 2019.

### Reference Books:

1. Jeevan Vidya: Ek Parichaya, A Nagaraj, Jeevan Vidya Prakashan, Amar Kantak, 1999.
2. A. N. Tripathi, "Human Values", New Age Intl. Publishers, New Delhi, 2004.
3. The Story of Stuff (Book).
4. Mohandas Karamchand Gandhi "The Story of My Experiments with Truth"

### Course Outcomes:

On completion of the course students will be able to

1. Students are expected to become more aware of themselves, and their surroundings (family, society, nature)
2. They would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.
3. They would have better critical ability about various issues in life.
4. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society).
5. It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	-	-	2	-	-	-	-	-	-
CO2	-	-	2	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	2	-	-	-
CO4	-	-	-	-	-	-	-	2	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	2

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