CMR UNIVERSITY

SOET

DEPARTMENT OF CS AND IT

DATA SCIENCE CLUB

Presents

Description

This course is for individuals who seek an overall understanding of the Amazon Web Services (AWS) Cloud, independent of specific technical roles.

You will learn about AWS Cloud concepts, AWS services, security, architecture, pricing, and support to build your AWS Cloud knowledge.

This course also helps you prepare for the AWS Certified Cloud Practitioner exam.

aws

CLOUD PRACTITIONER COURSE

₹50

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Key Takeaways

- FULLY UPDATED FOR CLF-C01: Pass the AWS Certified Cloud Practitioner Certification
- Full Practice Exam with Explanations included!
- Learn the AWS Fundamentals (EC2, ELB, ASG, RDS, ElastiCache, S3)

What you'll Learn

- Introduction to AWS Cloud Practitioner Essentials
- Cloud Computing
- Amazon EC2 Instance Types
- Amazon EC2 Pricing
- Scaling Amazon EC2
- Elasting Load Balancing
- Messaging and Queuing
- AWS Global Infrastructure
- Edge Locations
- Provisioning AWS Resources
- Connectivity to AWS
- Subnets and Network Access Control Lists
- Global Networking
- Instance Stores and Amazon Elastic Block Store(Amazon EBS)
- Amazon Simple Storage Service (S3)
- Amazon Elastic File System
- Amazon Relational Database
- Amazon DynamoDB
- Amazon Redshift
- AWS Database Migration Service
- Shared Responsibility Model
- User Permissions and Access
- AWS Organisations
- Compliance
- Denial of Service Attacks
- Amazon Cloudwatch
- AWS CloudTrail
- AWS Trusted Advisor
- AWS Free Tier
- AWS Pricing Concepts
- Billing Dashboard
- Consolidated Billing
- AWS Budgets
- AWS Cost Explorer
- AWS Support Plans
- AWS Marketplace
- AWS CAF
- Migration Strategies
- AWS Snow Family
- Innovation with AWS
- AWS Well Architetcured Framework
- Benefits of the AWS Cloud
- Exam Details

Grab your chance today!

Check out our website:
https://datascienceclub.netlify.app/

For further queries,
feel free to contact us!

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DATA SCIENCE CLUB

Post Event Report

Name of the Event: Lecture Series on **"AWS: Cloud Practioner Course"**

Duration: 26th March, 2022 to 26th June, 2022

Mode of Event: Online

Number of Participants: 62

Event Summary

On 26th March, the Data Science Club held an introductory session for the free lecture series on **AWS: Cloud Practioner Course**. The instructor for the course, Venkatbharat Poleneni (Club Secretary, Data Science Club) briefed the students about the course content. These courses focused on introducing students to the modern technology and tools which will help them shape their career.

There were 60 odd registrations for the course and the first lecture was held on 26th March with a minimum of 30 participants. The session was interactive and the students also attempted the quizzes and assignments which was assigned to them. Those who missed the sessions were provided with the recording of every session, the quizzes and assignments, so they could complete it at their own pace.

The AWS: Cloud Practioner course ended on 26th June. The feedback forms were sent to all the participants and the club hopes every student had made the best use of his or her time. Over all the lecture series was successful.

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You will learn about AWS Cloud concepts, AWS services, security, architecture, pricing, and support to build your AWS Cloud knowledge.
This course also helps you prepare for the AWS Certified Cloud Practitioner exam.

aws

CLOUD PRACTITIONER COURSE

₹50

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- Full Practice Exam with Explanations included!
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- Global Networking
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- Amazon Simple Storage Service (S3)
- Amazon Elastic File System
- Amazon Relational Database
- Amazon DynamoDB
- Amazon Redshift
- AWS Database Migration Service
- Shared Responsibility Model
- User Permissions and Access
- AWS Organisations
- Compilance
- Denial of Service Attacks
- Amazon Cloudwatch
- AWS CloudTrail
- AWS Trusted Advisor
- AWS Free Tier
- AWS Pricing Concepts
- Billing Dashboard
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- Migration Strategies
- AWS Snow Family
- Innovation with AWS
- AWS Well Architetcured Framework
- Benefits of the AWS Cloud
- Exam Details

Grab your chance today!

Check out our website:
https://datascienceclub.netlify.app/

For further queries,
feel free to contact us!

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SCHOOL OF ENGINEERING AND TECHNOLOGY

"DATA SCIENCE CLUB"

ORIENTATION

Dept. of CSE/IT

17th February, 2021 @1:30pm

Zoom meet link:
https://us05web.zoom.us/j/83398082422?pwd=WlJLN0dJMW40NEYzRm5LU3pqYUhwdz09
Meeting ID: 833 9808 2422
Passcode: dgz8nY

Agenda:

1. Introduction
2. Why **Data Science** and why this club?
3. What do we do in the club?
4. How does being a part of the club help you?
5. Who are we?
6. When and how can you join?
7. Doubts and questions.

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DEPARTMENT OF COMPUTER SCIENCE AND IT
DATA SCIENCE CLUB

PRESENTS

FREE LECTURE SERIES

DESCRIPTION

If you ever wanted to learn data analysis and statistics, but thought it was too complicated or time consuming, you're in the right place. Start using powerful scientific methods in a simple way. This is the data analysis and statistics course you've been waiting for. Practical, easy to understand, straight to the point.

REQUIREMENTS

Basic Knowledge about computers.

WHO THIS COURSE IS FOR:

- It's for you, if you want to make informed decisions based on data
- It's for you, if you want to be more efficient in your work
- It's for you, if you want to update or develop your skills and analyze data the right way
- It's for you, if you are interested in data analysis or statistics
- It's for you, if the content of other courses turned out to be difficult to understand

DATA ANALYTICS

Using statistics

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PRAVEEN R

Proposal to start Introductory Courses on Data Visualization and Data Analytics

30th June, 2021

The Head of Department,
Computer Science and Engineering,
CMR University, SoET,
Hennur-Bagalur Main Road,
Chagalatti, Bagalur, Bengaluru,
Karnataka, INDIA - 562149

Respected Ma'am,

The members of the Data Science Club have come up with an initiative to start introductory courses on Data Visualization and Data Analytics.

As a part of building new skillsets, we want to introduce our fellow students to the basics of Data Visualization and Analytics. We have a hand-designed curriculum that will be taught by the final year students.

The classes will be conducted online via Google Meet. There will be a 4-hour session every week. Free books and materials related to the course will be provided along with a course completion certificate to the students who have attendance above 70%. Students can register for any one or both courses without any fee.

Thank you.

Venkatbharat Polineni, Sec.,
Data Science Club

Jahnavi K Rao, Asst. Sec.,
Data Science Club

CH Nishitha, Exec. Co-ordinator,
Data Science Club

Syed Afshana Hidayathulla, EO,
Data Science Club

PRAVEEN R

Proposal to start Course on AWS Cloud Practitioner Essentials

7th March, 2022

The Head of Department.
Computer Science and Engineering,
CMR University, SoET,
Hennur-Bagalur Main Road,
Chagalatti, Bagalur, Bengaluru,
Karnataka, INDIA - 562149

Respected Ma'am,

The members of the Data Science Club have come up with an initiative to start a course on AWS Cloud Practitioner Essentials.

As a part of building new skillsets, we want to introduce our fellow students to the AWS Cloud concepts. We have a hand-designed curriculum that will be taught by the final year students.

The classes will be conducted online via Google Meet. There will be a 4-hour session every week. Free books and materials related to the course will be provided along with a course completion certificate to the students who have attendance above 70%. Students can register for the course with the fee of 50 rupees. With the successful completion of the course, the student will be awarded with the course completion certificate.

Thank you.

Venkatbharat Poleneni, Sec.,
Data Science Club

Jahnavi K Rao, Asst. Sec.,
Data Science Club

Trishita Gharai, Exec. Co-ordinator,
Data Science Club

Syed Afshana Hidayathulla, EO,
Data Science Club

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CHIEF PATRONS

Shri. K.C. Ramamurthy, IPS (Retd.)
Chairman, CMR Group of Institutions & CMR University.

Dr. Sabitha Ramamurthy
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Dr. Praveen R.,
Registrar, CMR University

Dr. C. Prabhakar Reddy
Dean, SoET, CMR University

CMR UNIVERSITY

School of Engineering and Technology

The Management, Staff & Students Cordially invite you for the

"Inauguration of Data Science Club"

For the Academic Year 2020-21

On

17th February, 2021

Dr. C. Prabhakar Reddy,
Dean, SoET
CMR University, Bengaluru.

Time: **1:30 pm** Mode of conduction: **Online, Zoom meet.**

Inauguration link:
https://us05web.zoom.us/j/83398082422?pwd=WUlNOdJMW40NEYzRm5LU3pqYUhwdz09

Meeting ID: **833 9808 2422**
Passcode: **dgz8nY**

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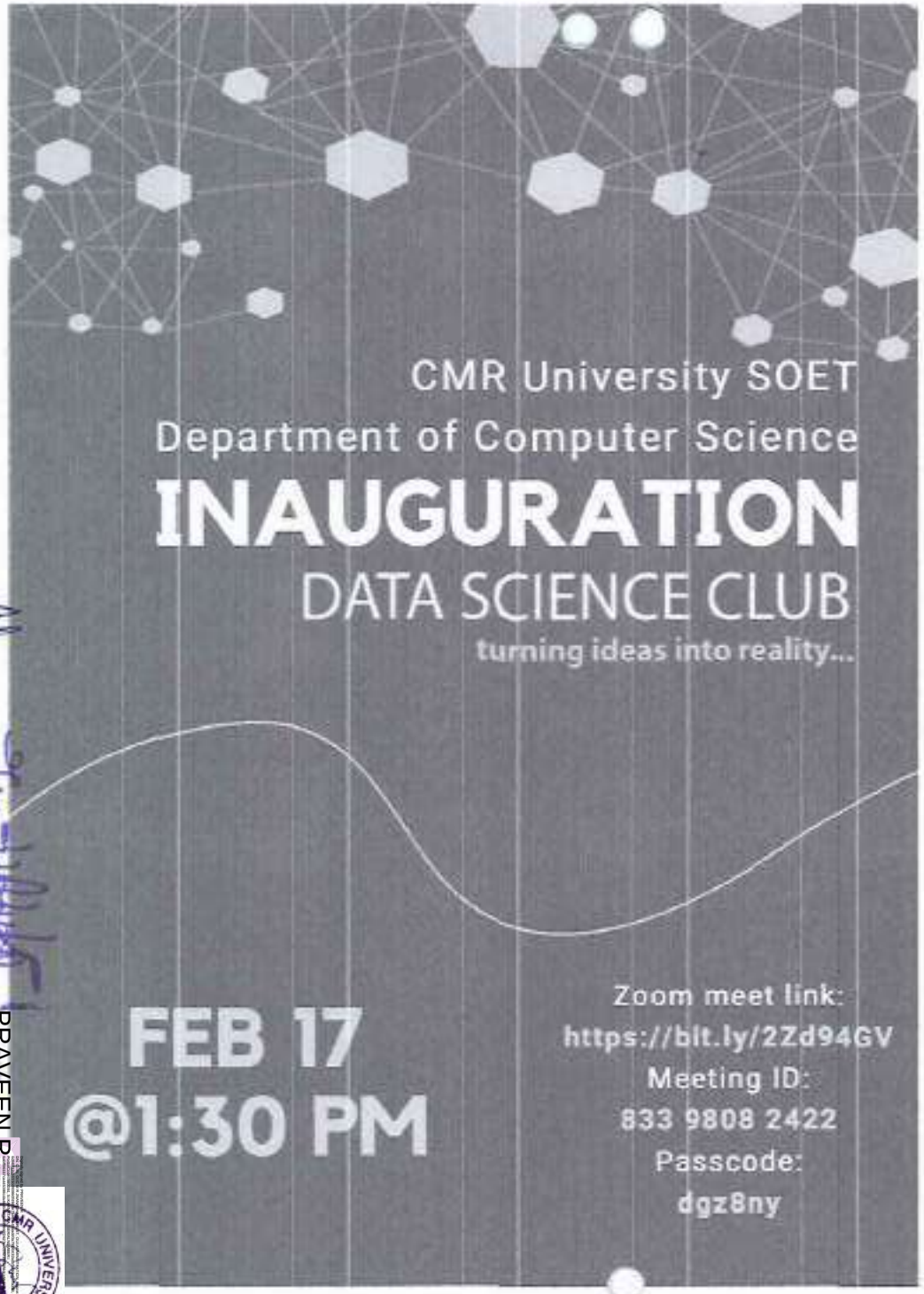

CMR UNIVERSITY

SOET

Department of Computer Science and IT

Data Science Club

FREE COURSE!

Data Visualisation

USING TABULEAU

Key takeaways

- Connect Tableau to a Variety of Datasets
- Analyze, Blend, Join, and Calculate Data
- Visualize Data in the Form of Various Charts, Plots, and Maps

Description

Learn data visualization through Tableau 2020 and create opportunities for you or key decision-makers to discover data patterns such as customer purchase behavior, sales trends, or production bottlenecks.

You'll learn all of the features in Tableau that allow you to explore, experiment with, fix, prepare, and present data easily, quickly, and beautifully.

Lecture Series

CMR UNIVERSITY

Prerequisites

- Basic knowledge of computers

Stay tuned for dates!

What you'll learn

- Install Tableau Desktop 2020
- Connect Tableau to various Datasets: Excel and CSV files
- Create Barcharts
- Create Area Charts
- Create Maps
- Create Scatterplots
- Create Piecharts
- Create Treemaps
- Create Interactive Dashboards
- Create Storylines
- Understand Types of Joins and how they work
- Work with Data Blending in Tableau
- Create Table Calculations
- Work with Parameters
- Create Dual Axis Charts
- Create Calculated Fields
- Create Calculated Fields in a Blend
- Export Results from Tableau into Powerpoint, Word, and other software
- Work with Timeseries Data (two methods)
- Creating Data Extracts in Tableau
- Understand Aggregation, Granularity, and Level of Detail
- Adding Filters and Quick Filters
- Create Data Hierarchies
- Adding Actions to Dashboards (filters & highlighting)
- Assigning Geographical Roles to Data Elements
- Advanced Data Preparation (including

Perks

Free Resources

To make sure you get the fullest benefit from the course free books and materials required for the course will be provided.

Certificate

Course completion certificate will be provided to every participant whose attendance is > 70% .

Tableau Desktop Specialist Readiness

By, the end of the course you'll be fully prepared to collect, examine, and present data for any purpose, whether you're working with scientific data or you want to make forecasts about buying trends to increase profits.

Proposal to start Introductory Courses on Data Visualization and Data Analytics

30th June, 2021

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SOET

Department of Computer Science and IT

Data Science Club

FREE COURSE!

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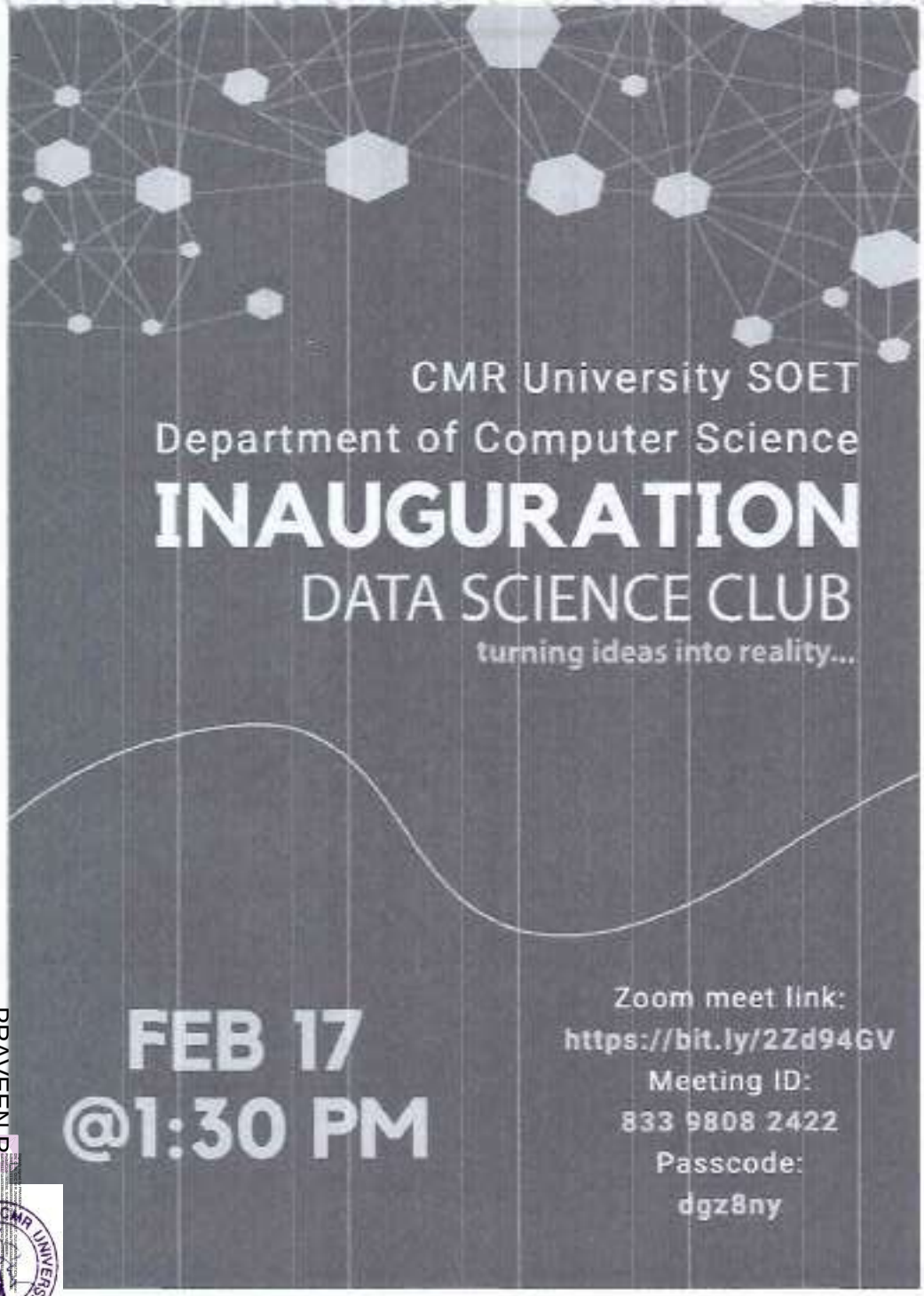

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CMR UNIVERSITY

School of Engineering and Technology

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Inauguration link:
https://us05web.zoom.us/j/83398082422?pwd=WlJLNEdJMW40NEYzRm5LU3pqYUhwdz09

Meeting ID: **833 9808 2422**
Passcode: **dgz8nY**

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DEPARTMENT OF COMPUTER SCIENCE AND IT

DATA SCIENCE CLUB

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- It's for you, if you are interested in data analysis or statistics
- It's for you, if the content of other courses turned out to be difficult to understand

DATA ANALYTICS

Using statistics

STAY TUNED FOR THE DATES

What you'll learn

- How to analyze data and how to use statistics in practice
- How to predict or explain different behaviors and events
- How to prepare data for the analysis
- How to collect data
- How to create a survey
- How to visualize data
- How to find ideas for data research
- How to tell the story through data
- How to draw conclusions and have profits from the results of your data analysis

Perks

FREE RESOURCES

To make sure you get the fullest benefit from the course free books and material required for the course will be provided.

CERTIFICATE

Course completion certificate will be provided to every participant whose attendance is > 70% .

DATA ANALYTICS READINESS

This course is all about giving you the quickest and easiest way possible to deep dive into data analysis. You won't waste time for theoretical concepts relevant to geeks and researchers only. We will dive directly into the key knowledge and methods.

CMR UNIVERSITY

DATA SCIENCE CLUB

Post Event Report

Name of the Event: Lecture Series on "**AWS: Cloud Practioner Course**"

Duration: 26th March, 2022 to 26th June, 2022

Mode of Event: Online

Number of Participants: 62

Event Summary

On 26th March, the Data Science Club held an introductory session for the free lecture series on **AWS: Cloud Practioner Course**. The instructor for the course, Venkatbharat Poleneni (Club Secretary, Data Science Club) briefed the students about the course content. These courses focused on introducing students to the modern technology and tools which will help them shape their career.

There were 60 odd registrations for the course and the first lecture was held on 26th March with a minimum of 30 participants. The session was interactive and the students also attempted the quizzes and assignments which was assigned to them. Those who missed the sessions were provided with the recording of every session, the quizzes and assignments, so they could complete it at their own pace.

The AWS: Cloud Practioner course ended on 26th June. The feedback forms were sent to all the participants and the club hopes every student had made the best use of his or her time. Over all the lecture series was successful.

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Feedback from the students:

https://docs.google.com/spreadsheets/d/1tcXe71OmMT6LME4HjB6_t3cDkXlh3ysYsPsVSvpydpA/edit?usp=sharing

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DATA SCIENCE CLUB

Post Event Report

Name of the Event: Lecture Series on "**Data Visualization using Tableau**" and "**Data Analysis using Statistics**"

Duration: 29th September, 2021 to 29th October, 2021

Mode of Event: Online

Number of Participants: 52

Event Summary

On 17th September, the Data Science Club held an introductory session for the free lecture series on **Data Visualization using Tableau** and **Data Analysis using Statistics**. The instructors for the courses, Venkatbharat Poleneni (Club Secretary, Data Science Club) and Kamya Rachel, briefed the students about the course content. These courses focused on introducing students to the modern technology and tools which will help them shape their career.

There were 50 odd registrations for both the courses and the first lecture for Data Analysis was held on 29th September and for Data Visualization was held on 1st October with a minimum of 27 participants for each course. The session was interactive and the students also attempted the quizzes and assignments which was assigned to them. Those who missed the sessions were provided with the recording of every session, the quizzes and assignments, so they could complete it at their own pace.

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PRAVEEN R

CMR UNIVERSITY BANGALORE

• Education and Training: Increase the pool of well-trained, highly skilled data scientists to meet national demands by supporting experiential learning opportunities.

Activities Planned:

Education

- Through integrated data exercises in our core courses, our students will gain knowledge of data science fundamentals & applications.
- students work on team projects that reinforce fundamental principles and the broader uses and impacts of data science.

Research

1. Strategic research area: Multimodal data processing, data handling and knowledge representation
   - Text and NLP processing techniques
   - Image, video and signal processing
   - Advanced data and knowledge oriented DB: (storage, querying, and knowledge presentation
   - NoSQL DB, Graph DB, RF triple stores, data warehousing, OLAP, spatio-temporal databases and data streams
2. Strategic research area: Machine learning and data mining techniques
   - Versatile and scalable algorithms, Multilabel classification; active and online learning; semi Supervised learning
   - Interpretative models: Multi view clustering and re-description mining, Causality enabled Data mining techniques
   - Time series & data streams mining
   - Machine learning techniques for mining complex systems and networks, Modelling & mining processes in multi-layer networks, Outlier detection in graphs
   - Visualization of data and models
3. Strategic research area: Heterogeneous computing and advanced cloud services
   - Control/Data Flow Computing Architecture
   - Algorithms for Heterogeneous Computing
   - Energy aware Algorithms and Computing Architectures
   - Scalable Cloud and Fog Scientific Computing Services
4. Strategic research area: Application use cases
   - Bio sciences and healthcare
   - Business analytics and finance
   - Web & multimedia
   - Intelligent transport solutions Industrial Relationships

- Research Proposals/Grants/Projects
- Workshops

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BANGALORE

CMR UNIVERSITY

School of Engineering and Technology
Department of Computer Science and Engineering

Beneficiaries of the Centre:

CMRU faculty and students, researchers and students in various domains and the global community.

Establishment of "Centre of Excellence in Data Science" will definitely yield fruitful benefits to our University.

COE Faculty Chief Coordinator:
Dr.Rubini.P, Assoc.Prof & HOD(i/c)-CSE, SOET

COE Faculty Co-ordinator:
Dr.Saravana Kumar S, Prof & HOD(i/c)-M.Tech, SOET

COE Principal Guidance:
Dr.Mohan Kumar S, Prof – CSE & Director IQAC, CMRU

Encl:

Data science club activities and reports for reference.

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CMR UNIVERSITY

School of Engineering and Technology
Department of Computer Science and Engineering

Centre of Excellence in Data Science @ CMR University

The "Data Science club" was established at SOET, CMR University by the Department of CSE during February 2021.

The Club organized below mentioned activities until date:

- Inauguration of the club – 17th Feb 2021
- Orientation on "Data Science" – 17th Feb 2021
- Free lecture series on "Data Visualization using Tableau" – 1st Oct 2021 to 29th Oct 2021
- Free lecture series on "Data Analysis" – 29th Sep 2021 to 20th Oct 2021
- Free lecture series on "AWS: Cloud Practioner Course" – 26th Mar 2022 to 26th June 2022.
- Paper Publications in Scopus indexed journals.

The Momentum for creating a centre had begun long before to bring the depth of faculty and student expertise in data science foundations and the longstanding commitment to offer the highest quality education.

The time to launch a centre dedicated to data science become ideal to accelerate rapid growth industry domain, steadily increasing demand by students and the boundless intellectual curiosity in the field of research.

Centre of Excellence in Data Science:

Vision:

- To create a high-energy, collaborative infrastructure and atmosphere to explore challenges at the forefront of data science.

Mission:

- To facilitate the highest quality data science education, research and industrial collaboration.
- To expand the capacity to implement data science research, industry collaborations, educational programming, and the availability of cutting-edge computational tools.

The center will be expertise in data science, data analytics and high performance computing with the following objectives and strategies:

• Research: Generate innovative technologies and methods, while increasing competitive research grants and public-private partnerships.

• Commercialization and Incubation: Drive growth of large and small commercial partners by supporting the commercialization of new products and services.

• Consultations and Resources: Facilitate access to advanced computing and data visualization facilities, resources, and expertise.

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PRAVEEN R

CMR UNIVERSITY BANGALORE

• Education and Training: Increase the pool of well-trained, highly skilled data scientists to meet national demands by supporting experiential learning opportunities.

Activities Planned:

Education

- Through integrated data exercises in our core courses, our students will gain knowledge of data science fundamentals & applications.
- students work on team projects that reinforce fundamental principles and the broader uses and impacts of data science.

Research

1. Strategic research area: Multimodal data processing, data handling and knowledge representation
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   - Advanced data and knowledge oriented DB: (storage, querying, and knowledge presentation
   - NoSQL DB, Graph DB, RF triple stores, data warehousing, OLAP, spatio-temporal databases and data streams
2. Strategic research area: Machine learning and data mining techniques
   - Versatile and scalable algorithms, Multilabel classification; active and online learning; semi Supervised learning
   - Interpretative models: Multi view clustering and re-description mining, Causality enabled Data mining techniques
   - Time series & data streams mining
   - Machine learning techniques for mining complex systems and networks, Modelling & mining processes in multi-layer networks, Outlier detection in graphs
   - Visualization of data and models
3. Strategic research area: Heterogeneous computing and advanced cloud services
   - Control/Data Flow Computing Architecture
   - Algorithms for Heterogeneous Computing
   - Energy aware Algorithms and Computing Architectures
   - Scalable Cloud and Fog Scientific Computing Services
4. Strategic research area: Application use cases
   - Bio sciences and healthcare
   - Business analytics and finance
   - Web & multimedia
   - Intelligent transport solutions Industrial Relationships

- Research Proposals/Grants/Projects
- Workshops

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Bengaluru - 562 149

PRAVEEN R

CMR UNIVERSITY

School of Engineering and Technology
Department of Computer Science and Engineering

Beneficiaries of the Centre:

CMRU faculty and students, researchers and students in various domains and the global community.

Establishment of "Centre of Excellence in Data Science" will definitely yield fruitful benefits to our University.

COE Faculty Chief Coordinator:
Dr.Rubini.P, Assoc.Prof & HOD(i/c)-CSE, SOET

COE Faculty Co-ordinator:
Dr.Saravana Kumar S, Prof & HOD(i/c)-M.Tech, SOET

COE Principal Guidance:
Dr.Mohan Kumar S, Prof – CSE & Director IQAC, CMRU

Encl:

Data science club activities and reports for reference.

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CMR UNIVERSITY
Bengaluru - 562 149

PRAVEEN R

CMR UNIVERSITY BANGALORE

CMR UNIVERSITY

Common Core

Oral & Written Communication – 2L (SOLS)

GPSBD2141
Batch- 2021 (SOLS)

A. Course Framework

Credits: L-T-P-C: NA – Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**Oral & Written Communication - 2**	

Course Learning Objectives:

CLO1: To increase awareness of the English language proficiency in professional environments.

CLO2: To develop further the basic skills learned in all areas of communication.

CLO3: To increase control over the vocabulary and improve the usage of words in context.

CLO4: To be able to have a better command over the language.

Course Outcomes: On successful completion of the course, Students will be able to,

CO1: Understand the skills required to use the English language effectively in the business and corporate world. [Level-1]

CO2: Understand and be able to express points of view of others meaningfully. [Level-1]

CO3 Understand how to clearly interpret visuals and graphs. [Level-1]

CO4: Understand how to write technical content meant for specific audiences. [Level-1]

CO5: Understand how to write reviews and articles about books and published works. [Level-1]

B. Syllabus

Module: 1 **Hours: 5**

Writing Practice (Professional) [Focus:Writing]

1) Business letters
2) Projects, Articles and Abstracts
3) Assignment completion reports (use of statistics, graphs, and visuals).
4) Synopsis and Dissertations
5) Meetings – Notice, Agenda & Minutes

Module: 2 **Hours: 5**

Listening and Interpreting
[Focus: Reading, Listening & Speaking]

1) Discuss news articles and reports.
2) Paraphrase and interpret the content.
3) Express the writer's point of view.
4) Listening to other's views on the article

Module: 3 **Hours : 5**

CMR UNIVERSITY

Common Core

Reading Statistics & Graphs [Focus: Reading &Writing]

1) Interpreting visual representation, descriptively
2) Understanding types of charts, reading graphs and schedules, and writing about them

Module: 4 **Hours: 2**

Texting [Focus: Reading & Writing]

1) Abbreviations used in text messages.
2) Texting and literacy
3) Translating an essay from text language

Module: 5 **Hours: 5**

Technical Writing (specific to domain) [Focus: Reading & Writing]

1) Reading on-line content.
2) Applying technical terms / jargons in writing technical content.
3) Writing content specific to the audience (Travel Guides / Marketing Brochures / User Manuals).

Module: 6 **Hours: 4**

Reviews (Books / Films) [Focus: Reading & Speaking]

1) Following the rules of oral presentations
2) Summarize and discuss.
3) Critical review of the reader

Note: Students are asked to read a book, watch a movie and come to class and speak about it.

Module: 7 **Hours: 4**

Referencing[Reading & Writing]

1) Methods of referencing
    a. Book references
    b. Referencing User Guides & Reports
    c. Journal, magazines and newspaper references
    d. Referencing independent publications and unpublished sources
    e. Internet references
2) Using footnotes
3) Referring to a source of a quotation or a diagram - explaining and elucidating.

PRAVEEN R

C. References

1. Steve Hart, Aravind R Nair & Veena Bhambhani. (2016). *Embark – English for Undergraduates*. Cambridge University Press.
2. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Preliminary*. Cambridge University Press.
3. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Vantage*. Cambridge University Press.
4. N P Sudharshan, C Savitha. (2016). *English for Technical Communication*. Cambridge University Press.
5. Raman, Meenakshi and Sangeeta Sharma. (2015). *Technical Communication-Principles and Practice*. Oxford University Press..
6. Dale Carnegie & Dorothy Carnegie. (1977). *The Quick and Easy Way to Effective Speaking*. Simon and Schuster.
7. Norman Lewis. (2009). *Word Power Made Easy*. Goyal Publishers.

D. Mode of Assessment

CIE : IAT/CCE

E. Scheme of Evaluation

CP/OWC-1 / OWCA / OWCL (as GR)	IAT	CCE			CIE	SEE	Total
Evaluation	IAT	CCE-1	CCE-2	Total CCE (B+C)	CIE (IAT + CCE) (A + D)	SEE	Grand Total (E + F)
Column Identifier >	A	B	C	D	E	F	G
Max. Marks	NA	25	25	50	50	NA	**50**

Oral & Written Communication – 1

CPSHL1021

Batch -2021 (SOET)

A. Course Framework

Credits: L-T-P-C: 2-0-0-2		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**None**	

Course Learning Objectives:

CLO1: To create an awareness of the English language proficiency required in an academic environment.

CLO2: To hone the skills in all areas of communication - Listening, Speaking, Reading & Writing.

CLO3: To develop a better vocabulary and fluency, to write and speak with confidence.

CLO4: To be able to pursue higher studies where the medium of instruction is English.

Course Outcomes: On successful completion of the course, Students will be able to,

CO1: Understand the skills required to use the English language effectively in all areas of communication. [Level-1]

CO2: Understand their areas of weaknesses and ways to improve upon them. [Level-1]

CO3: Understand the knowledge required in various situations, like in formal and informal settings. [Level-1]

CO4: Understand how to write official reports and proposals. [Level-1]

B. Syllabus

Module: 1 **Hours: 4**

Introductions and Greetings [Focus: Speaking and Listening]

1) Introducing self / Talking about self
2) Introducing others
3) Asking /answering *Wh*- questions
4) Greeting (formal / informal)

Module: 2 **Hours: 4**

Listening to lectures and talks [Focus: Listening and Writing]

1) Selective and intensive listening for specific details / listening for main ideas.
2) Taking notes
    a. Uses
        i. Recall & organize ideas
        ii. Revise
    b. Methods
        i. Linear (descriptive)
        ii. Spider-gram (key words).

Module: 3 **Hours: 4**

Writing Practice (General) [Focus:Writing]

1) Leave applications, permissions.
2) Acceptance of offers & writing resignations.
3) Accepting / declining invitations.
4) Creative writing (Mini Sagas).

Module: 4 **Hours: 5**

Report Writing [Focus: Writing]

1) Understand the format of report writing.
2) Familiarise with the appropriate formal language and technical terms.
3) Develop writing skills according to appropriate contexts

Module: 5 **Hours: 4**

Reading practice [Focus:Reading]

1) Understanding methods in reading, like scanning, skimming, and in-depth reading.
2) Identify and find specific information in written material like emails, invitations, personal messages, notices, and signs.
3) Comprehend texts relating to everyday or job-related language (articles, travel guides, adverts, reviews, reports, and letters)

Module: 6 **Hours: 4**

Importance of Reading [Focus: Reading & Speaking]

1) Group discussion on the pleasure of reading
2) Share reading experiences with audiences.
3) Listen to an excerpt from an audio book and speak about it with confidence.
4) Set up reading goals for the month

Module: 7 **Hours: 5**

Proposal Writing [Focus:Writing]

1) Understanding Proposals - Types of Proposals.
2) Identify purpose and audience - performing need analysis.
3) Writing the goal statement.
4) Preparing an outline, creating a framework, using illustrations, proof-reading and editing

C. References

1. Steve Hart, Aravind R Nair & Veena Bhambhani. (2016). *Embark – English for Undergraduates*. Cambridge University Press.
2. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Preliminary*. Cambridge University Press.
3. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Vantage*. Cambridge University Press.
4. Dale Carnegie & Dorothy Carnegie. (1977). *The Quick and Easy Way to Effective Speaking*. Simon and Schuster.
5. Norman Lewis. (2009). *Word Power Made Easy*. Goyal Publishers.

D. Mode of Assessment

CIE : IAT / CCE & SEE

E. Scheme of Evaluation

OWC-1 & II / OWC / OWCD	IAT					CCE				CIE	SEE		Total
Evaluation	IAT-1	IAT-1 Scaled Down	IAT-2	IAT-2 Scaled Down	Average IAT [(B+D)/2]	CCE-1	CCE-2	CCE-3	Total CCE (F to H)	CIE (IAT + CCE) (E + I)	SEE	SEE Scaled Down	Grand Total (J + L)
Column Identifier >	A	B	C	D	E	F	G	H	I	J	K	L	M
Max. Marks	20	10	20	10	10	5	5	5	15	25	50	**25**	**50**

F. Semester End Examination (SEE) Scheme: 50 Marks (Scaled down to 25 Marks)

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	5	4	3	12	L1, L2
B	5	3	6	18	L2, L3
C	3	2	10	20	L3, L4

Common Core

Oral & Written Communication – 1L (SOLS)

GPSBD1141
Batch - 2021

A. Course Framework

Credits: L-T-P-C: 2-0-0-2		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

CLO1: To create an awareness of the English language proficiency required in an academic environment.

CLO2: To hone the skills in all areas of communication - Listening, Speaking, Reading & Writing.

CLO3: To develop a better vocabulary and fluency, to write and speak with confidence.

CLO4: To be able to pursue higher studies where the medium of instruction is English.

Course Outcomes: On successful completion of the course, Students will be able to,

CO1: Understand the skills required to use the English language effectively in all areas of communication. [Level-1]
CO2: Understand their areas of weaknesses and ways to improve upon them. [Level-1]
CO3: Understand the knowledge required in various situations, like in formal and informal settings. [Level-1]
CO4: Understand how to write official reports and proposals. [Level-1]

B. Syllabus

Module: 1 **Hours: 4**

Introductions and Greetings [Focus: Speaking and Listening]

1) Introducing self / Talking about self
2) Introducing others
3) Asking /answering *Wh*- questions
4) Greeting (formal / informal)

Module: 2 **Hours: 4**

Listening to lectures and talks [Focus: Listening and Writing]

1) Selective and intensive listening for specific details / listening for main ideas.
2) Taking notes
   a. Uses
      i. Recall & organize ideas
      ii. Revise
   b. Methods
      i. Linear (descriptive)
      ii. Spider-gram (key words).

Module: 3 **Hours: 4**

Writing Practice (General) [Focus: Writing]

1) Basic Letter Writing
2) Acceptance of offers & writing resignations.
3) Accepting / declining invitations.
4) Creative writing (Mini Sagas).

Module: 4 **Hours: 5**

Report Writing [Focus: Writing]

1) Understand the format of report writing.
2) Familiarize with the appropriate formal language and technical terms.
3) Develop writing skills according to appropriate contexts

Module: 5 **Hours: 4**

Reading practice [Focus: Reading]

1) Understanding methods in reading, like scanning, skimming, and in-depth reading.
2) Identify and find specific information in written material like emails, invitations, personal messages, notices, and signs.
3) Comprehend texts relating to everyday or job-related language (articles, travel guides, adverts, reviews, reports, and letters)

Module: 6 **Hours: 4**

Importance of Reading [Focus: Reading & Speaking]

1) Group discussion on the pleasure of reading
2) Share reading experiences with audiences.
3) Listen to an excerpt from an audio book and speak about it with confidence.
4) Set up reading goals for the month

Module: 7 **Hours: 5**

Proposal Writing [Focus: Writing]

1) Understanding Proposals - Types of Proposals.
2) Identify purpose and audience - performing need analysis.
3) Writing the goal statement.
4) Preparing an outline, creating a framework, using illustrations, proof-reading and editing

C. References

1. Steve Hart, Aravind R Nair & Veena Bhambhani. (2016). *Embark – English for Undergraduates*. Cambridge University Press.
2. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Preliminary*. Cambridge University Press.
3. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Vantage*. Cambridge University Press.
4. Dale Carnegie & Dorothy Carnegie. (1977). *The Quick and Easy Way to Effective Speaking*. Simon and Schuster.
5. Norman Lewis. (2009). *Word Power Made Easy*. Goyal Publishers.

D. Mode of Assessment

CIE:IAT/CCE

E. Scheme of Evaluation

CP/OWC-1 / OWCA / OWCL (as GR)	IAT	CCE			CIE	SEE	Total
Evaluation	IAT	CCE-1	CCE-2	Total CCE (B+C)	CIE (IAT + CCE) (A + D)	SEE	Grand Total (E + F)
Column Identifier >	A	B	C	D	E	F	G
Max. Marks	NA	25	25	50	50	NA	**50**

Common Core

Oral & Written Communication –2

CPSAL2021

Batch 2021- (Four Group Schools)

A. Course Framework

Credits: L-T-P-C: 2-0-0-2		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**Oral & Written Communication - 1**	

Course Learning Objectives:

CLO1: To increase awareness of the English language proficiency in professional environments.

CLO2: To develop further the basic skills learned in all areas of communication.

CLO3: To increase control over the vocabulary and improve the usage of words in context.

CLO4: To be able to have a better command over the language.

Course Outcomes: On successful completion of the course, Students will be able to,

CO1: Understand the skills required to use the English language effectively in the business and corporate world. [Level-1]

CO2: Understand and be able to express points of view of others meaningfully. [Level-1]

CO3: Understand how to clearly interpret visuals and graphs. [Level-1]

CO4: Understand how to write technical content meant for specific audiences. [Level-1]

CO5: Understand how to write reviews and articles about books and published works. [Level-1]

B. Syllabus

Module: 1 **Hours: 5**

Writing Practice (Professional) [Focus:Writing]

1) Business letters
2) Projects, Articles and Abstracts
3) Assignment completion reports (use of statistics, graphs, and visuals).
4) Synopsis and Dissertations

Module: 2 **Hours: 5**

Listening and Interpreting:[Focus: Reading, Listening & Speaking]

1) Discuss news articles and reports.
2) Paraphrase and interpret the content.
3) Express the writer's point of view.
4) Listening to other's views on the article

Module: 3 **Hours: 5**

Common Core

Reading Statistics & Graphs [Focus: Reading &Writing]

1) Interpreting visual representation, descriptively
2) Understanding types of charts, reading graphs and schedules, and writing about them

Module: 4 **Hours: 2**

Texting: [Focus: Reading & Writing]

1) Abbreviations used in text messages.
2) Texting and literacy
3) Translating an essay from text language

Module: 5 **Hours: 5**

Technical Writing (specific to domain) [Focus: Reading & Writing]

1) Reading on-line content.
2) Applying technical terms / jargons in writing technical content.
3) Writing content specific to the audience (Travel Guides / Marketing Brochures / User Manuals).

Module: 6 **Hours: 4**

Reviews (Books / Films)[Focus: Reading & Speaking]

1) Following the rules of oral presentations
2) Summarize and discuss.
3) Critical review of the reader

Note: Students are asked to read a book, watch a movie and come to class and speak about it.

Module: 7 **Hours: 4**

Referencing[Reading & Writing]

1) Methods of referencing
    a. Book references
    b. Referencing User Guides & Reports
    c. Journal, magazines and newspaper references
    d. Referencing independent publications and unpublished sources
    e. Internet references
2) Using footnotes
3) Referring to a source of a quotation or a diagram - explaining and elucidating.

C. References

1. Steve Hart, Aravind R Nair & Veena Bhambhani. (2016). *Embark – English for Undergraduates*. Cambridge University Press.
2. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Preliminary*. Cambridge University Press.
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4. N P Sudharshan, C Savitha. (2016). *English for Technical Communication*. Cambridge University Press.
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6. Dale Carnegie & Dorothy Carnegie. (1977). *The Quick and Easy Way to Effective Speaking*. Simon and Schuster.
7. Norman Lewis. (2009). *Word Power Made Easy*. Goyal Publishers.

D. Mode of Assessment

CIE : IAT / CCE & SEE

E. Scheme of Evaluation

OWC-1 & II / OWC / OWCD	IAT					CCE				CIE	SEE		Total
Evaluation	IAT-1	IAT-1 Scaled Down	IAT-2	IAT-2 Scaled Down	Average IAT [(B+D)/2]	CCE-1	CCE-2	CCE-3	Total CCE (F to H)	CIE (IAT + CCE) (E + I)	SEE	SEE Scaled Down	Grand Total (J + L)
Column Identifier >	A	B	C	D	E	F	G	H	I	J	K	L	M
Max. Marks	20	10	20	10	10	5	5	5	15	25	50	**25**	**50**

Common Core

Semester End Examination (SEE) Scheme: 50 Marks (Scaled down to 25 Marks)

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	5	4	3	12	L1, L2
B	5	3	6	18	L2, L3
C	3	2	10	20	L3, L4

Common Core

Oral & Written Communication –2

CPSAL2021

Batch 2021- (Four Group Schools)

A. Course Framework

Credits: L-T-P-C: 2-0-0-2		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**Oral & Written Communication - 1**	

Course Learning Objectives:

CLO1: To increase awareness of the English language proficiency in professional environments.

CLO2: To develop further the basic skills learned in all areas of communication.

CLO3: To increase control over the vocabulary and improve the usage of words in context.

CLO4: To be able to have a better command over the language.

Course Outcomes: On successful completion of the course, Students will be able to,

CO1: Understand the skills required to use the English language effectively in the business and corporate world. [Level-1]

CO2: Understand and be able to express points of view of others meaningfully. [Level-1]

CO3: Understand how to clearly interpret visuals and graphs. [Level-1]

CO4: Understand how to write technical content meant for specific audiences. [Level-1]

CO5: Understand how to write reviews and articles about books and published works. [Level-1]

B. Syllabus

Module: 1 **Hours: 5**

Writing Practice (Professional) [Focus:Writing]

1) Business letters
2) Projects, Articles and Abstracts
3) Assignment completion reports (use of statistics, graphs, and visuals).
4) Synopsis and Dissertations

Module: 2 **Hours: 5**

Listening and Interpreting:[Focus: Reading, Listening & Speaking]

1) Discuss news articles and reports.
2) Paraphrase and interpret the content.
3) Express the writer's point of view.
4) Listening to other's views on the article

Module: 3 **Hours: 5**

Common Core

Reading Statistics & Graphs [Focus: Reading &Writing]

1) Interpreting visual representation, descriptively
2) Understanding types of charts, reading graphs and schedules, and writing about them

Module: 4 **Hours: 2**

Texting: [Focus: Reading & Writing]

1) Abbreviations used in text messages.
2) Texting and literacy
3) Translating an essay from text language

Module: 5 **Hours: 5**

Technical Writing (specific to domain) [Focus: Reading & Writing]

1) Reading on-line content.
2) Applying technical terms / jargons in writing technical content.
3) Writing content specific to the audience (Travel Guides / Marketing Brochures / User Manuals).

Module: 6 **Hours: 4**

Reviews (Books / Films)[Focus: Reading & Speaking]

1) Following the rules of oral presentations
2) Summarize and discuss.
3) Critical review of the reader

Note: Students are asked to read a book, watch a movie and come to class and speak about it.

Module: 7 **Hours: 4**

Referencing[Reading & Writing]

1) Methods of referencing
    a. Book references
    b. Referencing User Guides & Reports
    c. Journal, magazines and newspaper references
    d. Referencing independent publications and unpublished sources
    e. Internet references
2) Using footnotes
3) Referring to a source of a quotation or a diagram - explaining and elucidating.

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3. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Vantage*. Cambridge University Press.
4. N P Sudharshan, C Savitha. (2016). *English for Technical Communication*. Cambridge University Press.
5. Raman, Meenakshi and Sangeeta Sharma. (2015). *Technical Communication-Principles and Practice*. Oxford University Press..
6. Dale Carnegie & Dorothy Carnegie. (1977). *The Quick and Easy Way to Effective Speaking*. Simon and Schuster.
7. Norman Lewis. (2009). *Word Power Made Easy*. Goyal Publishers.

D. Mode of Assessment

CIE : IAT / CCE & SEE

E. Scheme of Evaluation

OWC-1 & II / OWC / OWCD	IAT					CCE				CIE	SEE		Total
Evaluation	IAT-1	IAT-1 Scaled Down	IAT-2	IAT-2 Scaled Down	Average IAT [(B+D)/2]	CCE-1	CCE-2	CCE-3	Total CCE (F to H)	CIE (IAT + CCE) (E + I)	SEE	SEE Scaled Down	Grand Total (J + L)
Column Identifier >	A	B	C	D	E	F	G	H	I	J	K	L	M
Max. Marks	20	10	20	10	10	5	5	5	15	25	50	**25**	**50**

Common Core

Semester End Examination (SEE) Scheme: 50 Marks (Scaled down to 25 Marks)

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	5	4	3	12	L1, L2
B	5	3	6	18	L2, L3
C	3	2	10	20	L3, L4

Common Core

Oral & Written Communication – 2 (SOET)

CPSHL2021

Batch-2021

A. Course Framework

Credits: L-T-P-C: 2-0-0-2		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**Oral & Written Communication - 1**	

Course Learning Objectives:

CLO1: To increase awareness of the English language proficiency in professional environments.

CLO2: To develop further the basic skills learned in all areas of communication.

CLO3: To increase control over the vocabulary and improve the usage of words in context.

CLO4: To be able to have a better command over the language.

Course Outcomes: On successful completion of the course, Students will be able to,

CO1: Understand the skills required to use the English language effectively in the business and corporate world. [Level-1]

CO2: Understand and be able to express points of view of others meaningfully. [Level-1]

CO3: Understand how to clearly interpret visuals and graphs. [Level-1]

CO4: Understand how to write technical content meant for specific audiences. [Level-1]

CO5: Understand how to write reviews and articles about books and published works. [Level-1]

B. Syllabus

Module: 1 **Hours: 5**

Writing Practice (Professional) [Focus: Writing]

1) Business letters
2) Projects, Articles and Abstracts
3) Assignment completion reports (use of statistics, graphs, and visuals).
4) Synopsis and Dissertations

Module: 2 **Hours: 5**

Listening and Interpreting: [Focus: Reading, Listening & Speaking]

1) Discuss news articles and reports.
2) Paraphrase and interpret the content.
3) Express the writer's point of view.
4) Listening to other's views on the article

Module: 3 **Hours 5**

Common Core

Reading Statistics & Graphs [Focus: Reading &Writing]

1) Interpreting visual representation, descriptively
2) Understanding types of charts, reading graphs and schedules, and writing about them

Module: 4 **Hours: 2**

Texting: [Focus: Reading & Writing]

1) Abbreviations used in text messages.
2) Texting and literacy
3) Translating an essay from text language

Module: 5 **Hours: 5**

Technical Writing (specific to domain) [Focus: Reading & Writing]

1) Reading on-line content.
2) Applying technical terms / jargons in writing technical content.
3) Writing content specific to the audience (Travel Guides / Marketing Brochures / User Manuals).

Module: 6 **Hours: 4**

Reviews (Books / Films) [Focus: Reading & Speaking]

1) Following the rules of oral presentations
2) Summarize and discuss.
3) Critical review of the reader

Note: Students are asked to read a book, watch a movie and come to class and speak about it.

Module: 7 **Hours: 4**

Referencing[Reading & Writing]

1) Methods of referencing
    a. Book references
    b. Referencing User Guides & Reports
    c. Journal, magazines and newspaper references
    d. Referencing independent publications and unpublished sources
    e. Internet references
2) Using footnotes
3) Referring to a source of a quotation or a diagram - explaining and elucidating.

C. References

1. Steve Hart, Aravind R Nair & Veena Bhambhani. (2016). *Embark – English for Undergraduates*. Cambridge University Press.
2. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Preliminary*. Cambridge University Press.
3. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Vantage*. Cambridge University Press.
4. N P Sudharshan, C Savitha. (2016). *English for Technical Communication*. Cambridge University Press.
5. Raman, Meenakshi and Sangeeta Sharma. (2015). *Technical Communication-Principles and Practice*. Oxford University Press..
6. Dale Carnegie & Dorothy Carnegie. (1977). *The Quick and Easy Way to Effective Speaking*. Simon and Schuster.
7. Norman Lewis. (2009). *Word Power Made Easy*. Goyal Publishers.

D. Mode of Assessment

CIE : IAT / CCE & SEE

E. Scheme of Evaluation

OWC-1 & II / OWC / OWCD	IAT					CCE				CIE	SEE		Total
Evaluation	IAT-1	IAT-1 Scaled Down	IAT-2	IAT-2 Scaled Down	Average IAT [(B+D)/2]	CCE-1	CCE-2	CCE-3	Total CCE (F to H)	CIE (IAT + CCE) (E + I)	SEE	SEE Scaled Down	Grand Total (J + L)
Column Identifier >	A	B	C	D	E	F	G	H	I	J	K	L	M
Max. Marks	20	10	20	10	10	5	5	5	15	25	50	**25**	**50**

Semester End Examination (SEE) Scheme: 50 Marks (Scaled down to 25 Marks)

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	5	4	3	12	L1, L2
B	5	3	6	18	L2, L3
C	3	2	10	20	L3, L4

PRAVEEN R

Oral & Written Communication – 1
Course Code: CPSAL1021
Batch -2021 -(4 Group Schools)

A. Course Framework

Credits: L-T-P-C: 2-0-0-2		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**None**	

Course Learning Objectives:

CL01: To create an awareness of the English language proficiency required in an academic environment.

CL02: To hone the skills in all areas of communication - Listening, Speaking, Reading & Writing.

CL03: To develop a better vocabulary and fluency, to write and speak with confidence.

CL04: To be able to pursue higher studies where the medium of instruction is English.

Course Outcomes: On successful completion of the course, Students will be able to,

C01: Understand the skills required to use the English language effectively in all areas of communication. [Level-1]

C02: Understand their areas of weaknesses and ways to improve upon them. [Level-1]

C03: Understand the knowledge required in various situations, like in formal and informal settings. [Level-1]

C04: Understand how to write official reports and proposals. [Level-1]

B. Syllabus

Module: 1 **Hours: 4**

Introductions and Greetings [Focus: Speaking and Listening]

1) Introducing self / Talking about self
2) Introducing others
3) Asking /answering *Wh*- questions
4) Greeting (formal / informal)

Module: 2 **Hours: 4**

Listening to lectures and talks [Focus: Listening and Writing]

1) Selective and intensive listening for specific details / listening for main ideas.
2) Taking notes
    a. Uses
        i. Recall & organize ideas
        ii. Revise
    b. Methods
        i. Linear (descriptive)
        ii. Spider-gram (key words).

Module: 3 **Hours: 4**

Writing Practice (General) [Focus: Writing]

1) Leave applications, permissions.
2) Acceptance of offers & writing resignations.
3) Accepting / declining invitations.
4) Creative writing (Mini Sagas).

Module: 4 **Hours: 5**

Report Writing [Focus: Writing]

1) Understand the format of report writing.
2) Familiarise with the appropriate formal language and technical terms.
3) Develop writing skills according to appropriate contexts

Module: 5 **Hours: 4**

Reading practice [Focus:Reading]

1) Understanding methods in reading, like scanning, skimming, and in-depth reading.
2) Identify and find specific information in written material like emails, invitations, personal messages, notices, and signs.
3) Comprehend texts relating to everyday or job-related language (articles, travel guides, adverts, reviews, reports, and letters)

Module: 6 **Hours: 4**

Importance of Reading [Focus: Reading & Speaking]

1) Group discussion on the pleasure of reading
2) Share reading experiences with audiences.
3) Listen to an excerpt from an audio book and speak about it with confidence.
4) Set up reading goals for the month

Module: 7 **Hours: 5**

Proposal Writing [Focus: Writing]

1) Understanding Proposals - Types of Proposals.
2) Identify purpose and audience - performing need analysis.
3) Writing the goal statement.
4) Preparing an outline, creating a framework, using illustrations, proof-reading and editing

C. References

1. Steve Hart, Aravind R Nair & Veena Bhambhani. (2016). *Embark – English for Undergraduates*. Cambridge University Press.
2. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Preliminary*. Cambridge University Press.
3. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Vantage*. Cambridge University Press.
4. Dale Carnegie & Dorothy Carnegie. (1977). *The Quick and Easy Way to Effective Speaking*. Simon and Schuster.
5. Norman Lewis. (2009). *Word Power Made Easy*. Goyal Publishers.

D. Mode of Assessment

CIE : IAT / CCE & SEE

E. Scheme of Evaluation

OWC-1 & II / OWC / OWCD	IAT					CCE				CIE	SEE		Total
Evaluation	IAT-1	IAT-1 Scaled Down	IAT-2	IAT-2 Scaled Down	Average IAT [(B+D)/2]	CCE-1	CCE-2	CCE-3	Total CCE (F to H)	CIE (IAT + CCE) (E + I)	SEE	SEE Scaled Down	Grand Total (J + L)
Column Identifier >	A	B	C	D	E	F	G	H	I	J	K	L	M
Max. Marks	20	10	20	10	10	5	5	5	15	25	50	**25**	**50**

F. Semester End Examination (SEE) Scheme: 50 Marks (Scaled down to 25 Marks)

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	5	4	3	12	L1, L2
B	5	3	6	18	L2, L3
C	3	2	10	20	L3, L4

Oral & Written Communication – 1
Course Code: CPSAL1021
Batch -2021 -(4 Group Schools)

A. Course Framework

Credits: L-T-P-C: 2-0-0-2		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**None**	

Course Learning Objectives:

CL01: To create an awareness of the English language proficiency required in an academic environment.

CL02: To hone the skills in all areas of communication - Listening, Speaking, Reading & Writing.

CL03: To develop a better vocabulary and fluency, to write and speak with confidence.

CL04: To be able to pursue higher studies where the medium of instruction is English.

Course Outcomes: On successful completion of the course, Students will be able to,

C01: Understand the skills required to use the English language effectively in all areas of communication. [Level-1]

C02: Understand their areas of weaknesses and ways to improve upon them. [Level-1]

C03: Understand the knowledge required in various situations, like in formal and informal settings. [Level-1]

C04: Understand how to write official reports and proposals. [Level-1]

B. Syllabus

Module: 1 **Hours: 4**

Introductions and Greetings [Focus: Speaking and Listening]

1) Introducing self / Talking about self
2) Introducing others
3) Asking /answering *Wh*- questions
4) Greeting (formal / informal)

Module: 2 **Hours: 4**

Listening to lectures and talks [Focus: Listening and Writing]

1) Selective and intensive listening for specific details / listening for main ideas.
2) Taking notes
    a. Uses
        i. Recall & organize ideas
        ii. Revise
    b. Methods
        i. Linear (descriptive)
        ii. Spider-gram (key words).

Module: 3 **Hours: 4**

Writing Practice (General) [Focus: Writing]

1) Leave applications, permissions.
2) Acceptance of offers & writing resignations.
3) Accepting / declining invitations.
4) Creative writing (Mini Sagas).

Module: 4 **Hours: 5**

Report Writing [Focus: Writing]

1) Understand the format of report writing.
2) Familiarise with the appropriate formal language and technical terms.
3) Develop writing skills according to appropriate contexts

Module: 5 **Hours: 4**

Reading practice [Focus:Reading]

1) Understanding methods in reading, like scanning, skimming, and in-depth reading.
2) Identify and find specific information in written material like emails, invitations, personal messages, notices, and signs.
3) Comprehend texts relating to everyday or job-related language (articles, travel guides, adverts, reviews, reports, and letters)

Module: 6 **Hours: 4**

Importance of Reading [Focus: Reading & Speaking]

1) Group discussion on the pleasure of reading
2) Share reading experiences with audiences.
3) Listen to an excerpt from an audio book and speak about it with confidence.
4) Set up reading goals for the month

Module: 7 **Hours: 5**

Proposal Writing [Focus: Writing]

1) Understanding Proposals - Types of Proposals.
2) Identify purpose and audience - performing need analysis.
3) Writing the goal statement.
4) Preparing an outline, creating a framework, using illustrations, proof-reading and editing

C. References

1. Steve Hart, Aravind R Nair & Veena Bhambhani. (2016). *Embark – English for Undergraduates*. Cambridge University Press.
2. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Preliminary*. Cambridge University Press.
3. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Vantage*. Cambridge University Press.
4. Dale Carnegie & Dorothy Carnegie. (1977). *The Quick and Easy Way to Effective Speaking*. Simon and Schuster.
5. Norman Lewis. (2009). *Word Power Made Easy*. Goyal Publishers.

D. Mode of Assessment

CIE : IAT / CCE & SEE

E. Scheme of Evaluation

OWC-1 & II / OWC / OWCD	IAT					CCE				CIE	SEE		Total
Evaluation	IAT-1	IAT-1 Scaled Down	IAT-2	IAT-2 Scaled Down	Average IAT [(B+D)/2]	CCE-1	CCE-2	CCE-3	Total CCE (F to H)	CIE (IAT + CCE) (E + I)	SEE	SEE Scaled Down	Grand Total (J + L)
Column Identifier >	A	B	C	D	E	F	G	H	I	J	K	L	M
Max. Marks	20	10	20	10	10	5	5	5	15	25	50	**25**	**50**

F. Semester End Examination (SEE) Scheme: 50 Marks (Scaled down to 25 Marks)

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	5	4	3	12	L1, L2
B	5	3	6	18	L2, L3
C	3	2	10	20	L3, L4

Oral & Written Communication – 1
Course Code: CPSAL1021
Batch -2021 -(4 Group Schools)

A. Course Framework

Credits: L-T-P-C: 2-0-0-2		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**None**	

Course Learning Objectives:

CL01: To create an awareness of the English language proficiency required in an academic environment.

CL02: To hone the skills in all areas of communication - Listening, Speaking, Reading & Writing.

CL03: To develop a better vocabulary and fluency, to write and speak with confidence.

CL04: To be able to pursue higher studies where the medium of instruction is English.

Course Outcomes: On successful completion of the course, Students will be able to,

C01: Understand the skills required to use the English language effectively in all areas of communication. [Level-1]

C02: Understand their areas of weaknesses and ways to improve upon them. [Level-1]

C03: Understand the knowledge required in various situations, like in formal and informal settings. [Level-1]

C04: Understand how to write official reports and proposals. [Level-1]

B. Syllabus

Module: 1 **Hours: 4**

Introductions and Greetings [Focus: Speaking and Listening]

1) Introducing self / Talking about self
2) Introducing others
3) Asking /answering *Wh*- questions
4) Greeting (formal / informal)

Module: 2 **Hours: 4**

Listening to lectures and talks [Focus: Listening and Writing]

1) Selective and intensive listening for specific details / listening for main ideas.
2) Taking notes
    a. Uses
        i. Recall & organize ideas
        ii. Revise
    b. Methods
        i. Linear (descriptive)
        ii. Spider-gram (key words).

Module: 3 **Hours: 4**

Writing Practice (General) [Focus: Writing]

1) Leave applications, permissions.
2) Acceptance of offers & writing resignations.
3) Accepting / declining invitations.
4) Creative writing (Mini Sagas).

Module: 4 **Hours: 5**

Report Writing [Focus: Writing]

1) Understand the format of report writing.
2) Familiarise with the appropriate formal language and technical terms.
3) Develop writing skills according to appropriate contexts

Module: 5 **Hours: 4**

Reading practice [Focus:Reading]

1) Understanding methods in reading, like scanning, skimming, and in-depth reading.
2) Identify and find specific information in written material like emails, invitations, personal messages, notices, and signs.
3) Comprehend texts relating to everyday or job-related language (articles, travel guides, adverts, reviews, reports, and letters)

Module: 6 **Hours: 4**

Importance of Reading [Focus: Reading & Speaking]

1) Group discussion on the pleasure of reading
2) Share reading experiences with audiences.
3) Listen to an excerpt from an audio book and speak about it with confidence.
4) Set up reading goals for the month

Module: 7 **Hours: 5**

Proposal Writing [Focus: Writing]

1) Understanding Proposals - Types of Proposals.
2) Identify purpose and audience - performing need analysis.
3) Writing the goal statement.
4) Preparing an outline, creating a framework, using illustrations, proof-reading and editing

C. References

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3. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Vantage*. Cambridge University Press.
4. Dale Carnegie & Dorothy Carnegie. (1977). *The Quick and Easy Way to Effective Speaking*. Simon and Schuster.
5. Norman Lewis. (2009). *Word Power Made Easy*. Goyal Publishers.

D. Mode of Assessment

CIE : IAT / CCE & SEE

E. Scheme of Evaluation

OWC-1 & II / OWC / OWCD	IAT					CCE				CIE	SEE		Total
Evaluation	IAT-1	IAT-1 Scaled Down	IAT-2	IAT-2 Scaled Down	Average IAT [(B+D)/2]	CCE-1	CCE-2	CCE-3	Total CCE (F to H)	CIE (IAT + CCE) (E + I)	SEE	SEE Scaled Down	Grand Total (J + L)
Column Identifier >	A	B	C	D	E	F	G	H	I	J	K	L	M
Max. Marks	20	10	20	10	10	5	5	5	15	25	50	**25**	**50**

F. Semester End Examination (SEE) Scheme: 50 Marks (Scaled down to 25 Marks)

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	5	4	3	12	L1, L2
B	5	3	6	18	L2, L3
C	3	2	10	20	L3, L4

Oral & Written Communication

CPSAL1011

PG-Batch-2021 (All Schools)

A. Course Framework

Credits: L-T-P-C: 2-0-0-2		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**None**	

Course Learning Objectives:

CLO1: To create an awareness of the English language proficiency required in an academic environment.

CLO2: To hone the skills in all areas of communication - Listening, Speaking, Reading & Writing.

CLO: To develop a better vocabulary and fluency, to write and speak with confidence.

CLO4: To be able to pursue higher studies where the medium of instruction is English.

Course Outcomes: On successful completion of the course, Students will be able to,

CO1: Understand the skills required to use the English language effectively both in writing and speaking. [Level-1]

CO2: Understand their areas of weaknesses and ways to improve upon them. [Level-1]

CO3: Understand the knowledge required in various situations, like while participating in a debate or attending an interview. [Level-1]

CO4: Understand how to build a repertoire of skills in the language over time and exude confidence among peers and superiors. [Level-1]

B. Syllabus

Module: 1 **Hours: 2**

Introductions and Greetings [Focus: Speaking and Listening]

1. Introducing self / Talking about self
2. Introducing others
3. Asking /answering *Wh*- questions
4. Greeting (formal / informal)

Module: 2 **Hours: 2**

Listening to lectures and talks [Focus: Listening and Writing]

1) Selective and intensive listening for specific details / listening for main ideas.
2) Taking notes
    a. Uses
        i. Recall & organize ideas
        ii. Revise
    b. Methods
        i. Linear (descriptive)
        ii. Spider-gram (key words).

Common Core

Module: 3	**Hours: 3**

Writing Practice (General) [Focus: Writing]

1) Leave applications, permissions.
2) Acceptance of offers & resignations.
3) Accepting / declining invitations.
4) Creative writing (Mini Sagas).

Module: 4	**Hours: 3**

Report Writing [Focus:Writing]

1) Understand the format of report writing.
2) Familiarise with the appropriate formal language and technical terms.
3) Develop writing skills according to appropriate contexts

Module: 5	**Hours: 4**

Writing Practice (Professional) [Focus: Writing]

1) Business letters
2) Projects, Articles and Abstracts
3) Assignment completion reports (use of statistics, graphs, and visuals)
4) Synopsis and Dissertations

Module: 6	**Hours: 3**

Importance of Reading [Focus: Reading & Speaking]

1. Group discussion on the pleasure of reading
2. Share reading experiences.
3. Listen to an excerpt from an audio book and speak about it
4. Set up reading goals for the month

Module: 7	**Hours: 3**

Listening and Interpreting [Focus: Reading, Listening & Speaking]

1. Discuss news articles and reports.
2. Paraphrase and interpret the content.
3. Express the writer's point of view.
4. Listening to other's views on the article

Module: 8	**Hours: 2**

Reading Statistics & Graphs [Focus: Reading & Writing]

1) Interpreting visual representation, descriptively
2) Understanding types of charts, reading graphs and schedules, and writing about them

Module: 9	**Hours: 4**

Common Core

Technical Writing (specific to domain) [Focus: Reading & Writing]

1) Reading on-line content
2) Applying technical terms / jargons in writing technical content
3) Writing content specific to the audience (Travel Guides / Marketing Brochures / User Manuals)

Module: 10 **Hours: 4**

Reviews (Books / Films) [Focus: Reading & Speaking]

1) Following the rules of oral presentations
2) Summarize and discuss.
3) Critical review of the reader

C. References

1. Steve Hart, Aravind R Nair & Veena Bhambhani. (2016). *Embark – English for Undergraduates*. Cambridge University Press.
2. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Preliminary*. Cambridge University Press.
3. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Vantage*. Cambridge University Press.
4. Dale Carnegie & Dorothy Carnegie. (1977). *The Quick and Easy Way to Effective Speaking*. Simon and Schuster.
5. Norman Lewis. (2009). *Word Power Made Easy*. Goyal Publishers.

D. Mode of Assessment

CIE : IAT / CCE & SEE

E. Scheme of Evaluation

OWC-1 & II / OWC / OWCD	IAT					CCE				CIE	SEE		Total
Evaluation	IAT-1	IAT-1 Scaled Down	IAT-2	IAT-2 Scaled Down	Average IAT [(B+D)/2]	CCE-1	CCE-2	CCE-3	Total CCE (F to H)	CIE (IAT + CCE) (E + I)	SEE	SEE Scaled Down	Grand Total (J + L)
Column Identifier >	A	B	C	D	E	F	G	H	I	J	K	L	M
Max. Marks	20	10	20	10	10	5	5	5	15	25	50	**25**	**50**

Common Core

F. Semester End Examination (SEE) Scheme: 50 Marks (Scaled down to 25 Marks)

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	5	4	3	12	L1, L2
B	5	3	6	18	L2, L3
C	3	2	10	20	L3, L4

Oral & Written Communication

CPSAL1011

PG-Batch-2021 (All Schools)

A. Course Framework

Credits: L-T-P-C: 2-0-0-2		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**None**	

Course Learning Objectives:

CLO1: To create an awareness of the English language proficiency required in an academic environment.

CLO2: To hone the skills in all areas of communication - Listening, Speaking, Reading & Writing.

CLO: To develop a better vocabulary and fluency, to write and speak with confidence.

CLO4: To be able to pursue higher studies where the medium of instruction is English.

Course Outcomes: On successful completion of the course, Students will be able to,

CO1: Understand the skills required to use the English language effectively both in writing and speaking. [Level-1]

CO2: Understand their areas of weaknesses and ways to improve upon them. [Level-1]

CO3: Understand the knowledge required in various situations, like while participating in a debate or attending an interview. [Level-1]

CO4: Understand how to build a repertoire of skills in the language over time and exude confidence among peers and superiors. [Level-1]

B. Syllabus

Module: 1 **Hours: 2**

Introductions and Greetings [Focus: Speaking and Listening]

1. Introducing self / Talking about self
2. Introducing others
3. Asking /answering *Wh*- questions
4. Greeting (formal / informal)

Module: 2 **Hours: 2**

Listening to lectures and talks [Focus: Listening and Writing]

1) Selective and intensive listening for specific details / listening for main ideas.
2) Taking notes
    a. Uses
        i. Recall & organize ideas
        ii. Revise
    b. Methods
        i. Linear (descriptive)
        ii. Spider-gram (key words).

Common Core

Module: 3	**Hours: 3**

Writing Practice (General) [Focus: Writing]

1) Leave applications, permissions.
2) Acceptance of offers & resignations.
3) Accepting / declining invitations.
4) Creative writing (Mini Sagas).

Module: 4	**Hours: 3**

Report Writing [Focus:Writing]

1) Understand the format of report writing.
2) Familiarise with the appropriate formal language and technical terms.
3) Develop writing skills according to appropriate contexts

Module: 5	**Hours: 4**

Writing Practice (Professional) [Focus: Writing]

1) Business letters
2) Projects, Articles and Abstracts
3) Assignment completion reports (use of statistics, graphs, and visuals)
4) Synopsis and Dissertations

Module: 6	**Hours: 3**

Importance of Reading [Focus: Reading & Speaking]

1. Group discussion on the pleasure of reading
2. Share reading experiences.
3. Listen to an excerpt from an audio book and speak about it
4. Set up reading goals for the month

Module: 7	**Hours: 3**

Listening and Interpreting [Focus: Reading, Listening & Speaking]

1. Discuss news articles and reports.
2. Paraphrase and interpret the content.
3. Express the writer's point of view.
4. Listening to other's views on the article

Module: 8	**Hours: 2**

Reading Statistics & Graphs [Focus: Reading & Writing]

1) Interpreting visual representation, descriptively
2) Understanding types of charts, reading graphs and schedules, and writing about them

Module: 9	**Hours: 4**

Common Core

Technical Writing (specific to domain) [Focus: Reading & Writing]

1) Reading on-line content
2) Applying technical terms / jargons in writing technical content
3) Writing content specific to the audience (Travel Guides / Marketing Brochures / User Manuals)

Module: 10 **Hours: 4**

Reviews (Books / Films) [Focus: Reading & Speaking]

1) Following the rules of oral presentations
2) Summarize and discuss.
3) Critical review of the reader

C. References

1. Steve Hart, Aravind R Nair & Veena Bhambhani. (2016). *Embark – English for Undergraduates*. Cambridge University Press.
2. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Preliminary*. Cambridge University Press.
3. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Vantage*. Cambridge University Press.
4. Dale Carnegie & Dorothy Carnegie. (1977). *The Quick and Easy Way to Effective Speaking*. Simon and Schuster.
5. Norman Lewis. (2009). *Word Power Made Easy*. Goyal Publishers.

D. Mode of Assessment

CIE : IAT / CCE & SEE

E. Scheme of Evaluation

OWC-1 & II / OWC / OWCD	IAT					CCE				CIE	SEE		Total
Evaluation	IAT-1	IAT-1 Scaled Down	IAT-2	IAT-2 Scaled Down	Average IAT [(B+D)/2]	CCE-1	CCE-2	CCE-3	Total CCE (F to H)	CIE (IAT + CCE) (E + I)	SEE	SEE Scaled Down	Grand Total (J + L)
Column Identifier >	A	B	C	D	E	F	G	H	I	J	K	L	M
Max. Marks	20	10	20	10	10	5	5	5	15	25	50	**25**	**50**

Common Core

F. Semester End Examination (SEE) Scheme: 50 Marks (Scaled down to 25 Marks)

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	5	4	3	12	L1, L2
B	5	3	6	18	L2, L3
C	3	2	10	20	L3, L4

Oral & Written Communication – 2 (SOET)

CPSHL2021

Batch - 2022

A. Course Framework

Credits: L-T-P-C: 2-0-0-2		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**Oral & Written Communication - 1**	

Course Learning Objectives:

CLO1: To increase awareness of the English language proficiency in professional environments.

CLO2: To develop further the basic skills learned in all areas of communication.

CLO3: To increase control over the vocabulary and improve the usage of words in context.

CLO4: To be able to have a better command over the language.

Course Outcomes: On successful completion of the course, Students will be able to,

CO1: Understand the skills required to use the English language effectively in the business and corporate world. [Level-1]

CO2: Understand and be able to express points of view of others meaningfully. [Level-1]

CO3: Understand how to clearly interpret visuals and graphs. [Level-1]

CO4: Understand how to write technical content meant for specific audiences. [Level-1]

CO5: Understand how to write reviews and articles about books and published works. [Level-1]

B. Syllabus

Module: 1 **Hours: 5**

Writing Practice (Professional) [Focus: Writing]

1) Business letters
2) Projects, Articles and Abstracts
3) Assignment completion reports (use of statistics, graphs, and visuals).
4) Synopsis and Dissertations

Module: 2 **Hours: 5**

Listening and Interpreting [Focus: Reading, Listening & Speaking]

1) Discuss news articles and reports.
2) Paraphrase and interpret the content.
3) Express the writer's point of view.
4) Listening to other's views on the article

Module: 3 **Hours: 5**

Reading Statistics & Graphs [Focus: Reading & Writing]

1) Interpreting visual representation, descriptively
2) Understanding types of charts, reading graphs and schedules, and writing about them

Common Core

Module: 4	Hours: 2

Texting: [Focus: Reading & Writing]

1) Abbreviations used in text messages.
2) Texting and literacy
3) Translating an essay from text language

Module: 5	Hours: 5

Technical Writing (specific to domain) [Focus: Reading & Writing]

1) Reading on-line content.
2) Applying technical terms / jargons in writing technical content.
3) Writing content specific to the audience (Travel Guides / Marketing Brochures / User Manuals).

Module: 6	Hours: 4

Reviews (Books / Films) [Focus: Reading & Speaking]

1) Following the rules of oral presentations
2) Summarize and discuss.
3) Critical review of the reader

Note: Students are asked to read a book, watch a movie and come to class and speak about it.

Module: 7	Hours: 4

Referencing [Reading & Writing]

1) Methods of referencing
    a. Book references
    b. Referencing User Guides & Reports
    c. Journal, magazines and newspaper references
    d. Referencing independent publications and unpublished sources
    e. Internet references
2) Using footnotes
3) Referring to a source of a quotation or a diagram - explaining and elucidating.

Common Core

C. References

1. Steve Hart, Aravind R Nair & Veena Bhambhani. (2016). *Embark – English for Undergraduates*. Cambridge University Press.
2. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Preliminary*. Cambridge University Press.
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5. Raman, Meenakshi and Sangeeta Sharma. (2015). *Technical Communication-Principles and Practice*. Oxford University Press..
6. Dale Carnegie & Dorothy Carnegie. (1977). *The Quick and Easy Way to Effective Speaking*. Simon and Schuster.
7. Norman Lewis. (2009). *Word Power Made Easy*. Goyal Publishers.

D. Mode of Assessment

CIE : IAT / CCE & SEE

E. Scheme of Evaluation

OWC-1 & II / OWC / OWCD	IAT					CCE				CIE	SEE		Total
Evaluation	IAT-1	IAT-1 Scaled Down	IAT-2	IAT-2 Scaled Down	Average IAT [(B+D)/2]	CCE-1	CCE-2	CCE-3	Total CCE (F to H)	CIE (IAT + CCE) (E + I)	SEE	SEE Scaled Down	Grand Total (J + L)
Column Identifier >	A	B	C	D	E	F	G	H	I	J	K	L	M
Max. Marks	20	10	20	10	10	5	5	5	15	25	50	**25**	**50**

Semester End Examination (SEE) Scheme: 50 Marks (Scaled down to 25 Marks)

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	5	4	3	12	L1, L2
B	5	3	6	18	L2, L3
C	3	2	10	20	L3, L4

PRAVEEN R

Oral & Written Communication – 1 (SOET)

CPSHL1021

Batch - 2022

A. Course Framework

Credits: L-T-P-C: 2-0-0-2		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**None**	

Course Learning Objectives:

CL01: To create an awareness of the English language proficiency required in an academic environment.
CL02: To hone the skills in all areas of communication - Listening, Speaking, Reading & Writing.
CL03: To develop a better vocabulary and fluency, to write and speak with confidence.
CL04: To be able to pursue higher studies where the medium of instruction is English.

Course Outcomes: On successful completion of the course, Students will be able to,

C01: Understand the skills required to use the English language effectively in all areas of communication. [Level-1]
C02: Understand their areas of weaknesses and ways to improve upon them. [Level-1]
C03: Understand the knowledge required in various situations, like in formal and informal settings. [Level-1]
C04: Understand how to write official reports and proposals. [Level-1]

B. Syllabus

Module: 1 **Hours: 4**

Introductions and Greetings [Focus: Speaking and Listening]

1) Introducing self / Talking about self
2) Introducing others
3) Asking /answering *Wh*- questions
4) Greeting (formal / informal)

Module: 2 **Hours: 4**

Listening to lectures and talks [Focus: Listening and Writing]

1) Selective and intensive listening for specific details / listening for main ideas.
2) Taking notes
    a. Uses
        i. Recall & organize ideas
        ii. Revise
    b. Methods
        i. Linear (descriptive)
        ii. Spider-gram (key words).

Module: 3 **Hours: 4**

PRAVEEN R

Writing Practice (General) [Focus: Writing]

1) Leave applications, permissions.
2) Acceptance of offers & writing resignations.
3) Accepting / declining invitations.
4) Creative writing (Mini Sagas).

Module: 4	**Hours: 5**

Report Writing [Focus: Writing]

1) Understand the format of report writing.
2) Familiarise with the appropriate formal language and technical terms.
3) Develop writing skills according to appropriate contexts

Module: 5	**Hours: 4**

Reading practice [Focus: Reading]

1) Understanding methods in reading, like scanning, skimming, and in-depth reading.
2) Identify and find specific information in written material like emails, invitations, personal messages, notices, and signs.
3) Comprehend texts relating to everyday or job-related language (articles, travel guides, adverts, reviews, reports, and letters)

Module: 6	**Hours: 4**

Importance of Reading [Focus: Reading & Speaking]

1) Group discussion on the pleasure of reading
2) Share reading experiences with audiences.
3) Listen to an excerpt from an audio book and speak about it with confidence.
4) Set up reading goals for the month

Module: 7	**Hours: 5**

Proposal Writing [Focus: Writing]

1) Understanding Proposals - Types of Proposals.
2) Identify purpose and audience - performing need analysis.
3) Writing the goal statement.
4) Preparing an outline, creating a framework, using illustrations, proof-reading and editing

C. References

1. Steve Hart, Aravind R Nair & Veena Bhambhani. (2016). *Embark – English for Undergraduates*. Cambridge University Press.
2. Guy Brook-Hart, Norman Whitby & Cambridge ESOL. (2006). *Cambridge BEC Preliminary*. Cambridge University Press.
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D. Mode of Assessment

CIE : IAT / CCE & SEE

E. Scheme of Evaluation

OWC-1 & II / OWC / OWCD	IAT					CCE				CIE	SEE		Total
Evaluation	IAT-1	IAT-1 Scaled Down	IAT-2	IAT-2 Scaled Down	Average IAT [(B+D)/2]	CCE-1	CCE-2	CCE-3	Total CCE (F to H)	CIE (IAT + CCE) (E + I)	SEE	SEE Scaled Down	Grand Total (J + L)
Column Identifier >	A	B	C	D	E	F	G	H	I	J	K	L	M
Max. Marks	20	10	20	10	10	5	5	5	15	25	50	**25**	**50**

F. Semester End Examination (SEE) Scheme: 50 Marks (Scaled down to 25 Marks)

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	5	4	3	12	L1, L2
B	5	3	6	18	L2, L3
C	3	2	10	20	L3, L4

PRAVEEN R

Oral & Written Communication – 2

CPSAL2021

Batch -2022 (4 Group Schools)

A. Course Framework

Credits: L-T-P-C: 2-0-0-2		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**Oral & Written Communication - 1**	

Course Learning Objectives:

CLO1: To increase awareness of the English language proficiency in professional environments.

CLO2::To develop further the basic skills learned in all areas of communication.

CLO3:: To increase control over the vocabulary and improve the usage of words in context.

CLO4: To be able to have a better command over the language.

Course Outcomes: On successful completion of the course, Students will be able to,

CO1:Understand the skills required to use the English language effectively in the business and corporate world. [Level-1]

CO2:Understand and be able to express points of view of others meaningfully. [Level-1]

CO3:Understand how to clearly interpret visuals and graphs. [Level-1]

CO4:Understand how to write technical content meant for specific audiences. [Level-1]

CO5: Understand how to write reviews and articles about books and published works. [Level-1]

B. Syllabus

Module: 1 **Hours: 5**

Writing Practice (Professional) [Focus: Writing]

1) Business letters
2) Projects, Articles and Abstracts
3) Assignment completion reports (use of statistics, graphs, and visuals).
4) Synopsis and Dissertations

Module: 2 **Hours: 5**

Listening and Interpreting
[Focus: Reading, Listening & Speaking]

1) Discuss news articles and reports.
2) Paraphrase and interpret the content.
3) Express the writer's point of view.
4) Listening to other's views on the article

Module: 3 **Hours: 5**

Reading Statistics & Graphs [Focus: Reading & Writing]

1) Interpreting visual representation, descriptively
2) Understanding types of charts, reading graphs and schedules, and writing about them

PRAVEEN R

Common Core

Module: 4	**Hours: 2**

Texting
[Focus: Reading & Writing]

1) Abbreviations used in text messages.
2) Texting and literacy
3) Translating an essay from text language

Module: 5	**Hours: 5**

Technical Writing (specific to domain) [Focus: Reading & Writing]

1) Reading on-line content.
2) Applying technical terms / jargons in writing technical content.
3) Writing content specific to the audience (Travel Guides / Marketing Brochures / User Manuals).

Module: 6	**Hours: 4**

Reviews (Books / Films) [Focus: Reading & Speaking]

1) Following the rules of oral presentations
2) Summarize and discuss.
3) Critical review of the reader

Note: Students are asked to read a book, watch a movie and come to class and speak about it.

Module: 7	**Hours: 4**

Referencing [Reading & Writing]

1) Methods of referencing
    a. Book references
    b. Referencing User Guides & Reports
    c. Journal, magazines and newspaper references
    d. Referencing independent publications and unpublished sources
    e. Internet references
2) Using footnotes
3) Referring to a source of a quotation or a diagram - explaining and elucidating.

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D. Mode of Assessment

CIE : IAT / CCE & SEE

E. Scheme of Evaluation

OWC-1 & II / OWC / OWCD	IAT					CCE				CIE	SEE		Total
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Max. Marks	20	10	20	10	10	5	5	5	15	25	50	**25**	**50**

Semester End Examination (SEE) Scheme: 50 Marks (Scaled down to 25 Marks)

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	5	4	3	12	L1, L2
B	5	3	6	18	L2, L3
C	3	2	10	20	L3, L4

PRAVEEN R

Oral & Written Communication – 2 (OWCD-2)

CPSHL2031

Batch- 2022 (SOD)

A. Course Framework

Credits: L-T-P-C: 2-0-0-2		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**Oral & Written Communication - 2**	

Course Learning Objectives:

CLO1: To increase awareness of the English language proficiency in professional environments.

CLO2: To develop further the basic skills learned in all areas of communication.

CLO3: To increase control over the vocabulary and improve the usage of words in context.

CLO4: To be able to have a better command over the language.

Course Outcomes: On successful completion of the course, Students will be able to,

CO1: Understand the skills required to use the English language effectively in the business and corporate world. [Level-1]

CO2: Understand and be able to express points of view of others meaningfully.

CO3:Understand how to clearly interpret visuals and graphs. [Level-1]

CO4: Understand how to write technical content meant for specific audiences. [Level-1]

CO5: Understand how to write reviews and articles about books and published works. [Level-1]

B. Syllabus

Module: 1 **Hours: 5**

Writing Practice (Professional) [Focus: Writing]

1) Business letters
2) Projects, Articles and Abstracts
3) Assignment completion reports (use of statistics, graphs, and visuals).
4) Synopsis and Dissertations

Module: 2 **Hours: 5**

Listening and Interpreting
[Focus: Reading, Listening & Speaking]

1) Discuss news articles and reports.
2) Paraphrase and interpret the content.
3) Express the writer's point of view.
4) Listening to other's views on the article

Module: 3 **Hours: 5**

Reading Statistics & Graphs [Focus: Reading & Writing]

1) Interpreting visual representation, descriptively
2) Understanding types of charts, reading graphs and schedules, and writing about them

PRAVEEN R

Common Core

Module: 4	**Hours: 2**
Texting **[Focus: Reading & Writing]** 1) Abbreviations used in text messages. 2) Texting and literacy 3) Translating an essay from text language	
Module: 5	**Hours: 5**
Technical Writing (specific to domain) [Focus: Reading & Writing] 1) Reading on-line content. 2) Applying technical terms / jargons in writing technical content. 3) Writing content specific to the audience (Travel Guides / Marketing Brochures / User Manuals).	
Module: 6	**Hours: 4**
Reviews (Books / Films) [Focus: Reading & Speaking] 1) Following the rules of oral presentations 2) Summarize and discuss. 3) Critical review of the reader Note: Students are asked to read a book, watch a movie and come to class and speak about it.	
Module: 7	**Hours: 4**
Referencing [Reading & Writing] 1) Methods of referencing a. Book references b. Referencing User Guides & Reports c. Journal, magazines and newspaper references d. Referencing independent publications and unpublished sources e. Internet references 2) Using footnotes 3) Referring to a source of a quotation or a diagram - explaining and elucidating.	

Common Core

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D. Mode of Assessment

CIE : IAT / CCE &SEE

E. Scheme of Evaluation

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Semester End Examination (SEE) Scheme: 50 Marks (Scaled down to 25 Marks)

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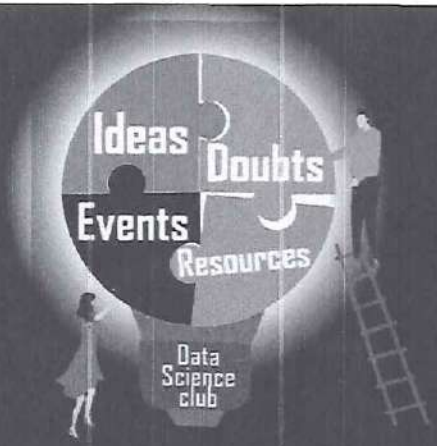
Common Core



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DEPARTMENT OF CS AND IT

DATA SCIENCE CLUB

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Description

This course is for individuals who seek an overall understanding of the Amazon Web Services (AWS) Cloud, independent of specific technical roles.

You will learn about AWS Cloud concepts, AWS services, security, architecture, pricing, and support to build your AWS Cloud knowledge.

This course also helps you prepare for the AWS Certified Cloud Practitioner exam.

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Key Takeaways

- FULLY UPDATED FOR CLF-C01: Pass the AWS Certified Cloud Practitioner Certification
- Full Practice Exam with Explanations included!
- Learn the AWS Fundamentals (EC2, ELB, ASG, RDS, ElastiCache, S3)

What you'll Learn

- Introduction to AWS Cloud Practitioner Essentials
- Cloud Computing
- Amazon EC2 Instance Types
- Amazon EC2 Pricing
- Scaling Amazon EC2
- Elasting Load Balancing
- Messaging and Queuing
- AWS Global Infrastructure
- Edge Locations
- Provisioning AWS Resources
- Connectivity to AWS
- Subnets and Network Access Control Lists
- Global Networking
- Instance Stores and Amazon Elastic Block Store(Amazon EBS)
- Amazon Simple Storage Service (S3)
- Amazon Elastic File System
- Amazon Relational Database
- Amazon DynamoDB
- Amazon Redshift
- AWS Database Migration Service
- Shared Responsibility Model
- User Permissions and Access
- AWS Organisations
- Compilance
- Denial of Service Attacks
- Amazon Cloudwatch
- AWS CloudTrail
- AWS Trusted Advisor
- AWS Free Tier
- AWS Pricing Concepts
- Billing Dashboard
- Consolidated Billing
- AWS Budgets
- AWS Cost Explorer
- AWS Support Plans
- AWS Marketplace
- AWS CAF
- Migration Strategies
- AWS Snow Family
- Innovation with AWS
- AWS Well Architetcured Framework
- Benefits of the AWS Cloud
- Exam Details

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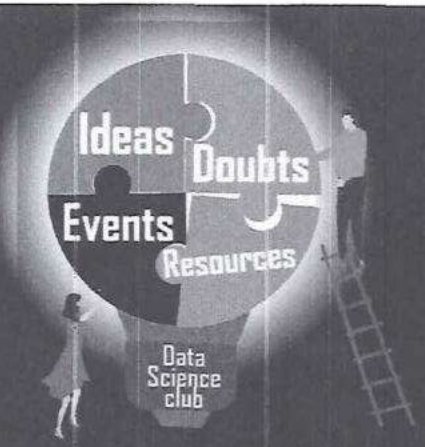
BA617**: MOOC Course - Literature, Culture and Media

1	COURSE FRAME WORK	
	PROGRAM	B.A (Hons)
	COURSE TITLE	Literature, Culture and Media
	SEMESTER	VI SEMESTER
	Credits for the Course	4 Credits
	Total Teaching Hours / week	4 Hours contact class (conducted online) - per week

COURSE CODE	NAME OF THE COURSE
BA617	Literature, Culture and Media
	Course Description: **Week 1 :** Introduction, Aims and Objectives; Defining Literature; Defining Culture; Relationship between Literature and Culture; Literature, Culture and Media **Week 2 :** Introduction to Cultural Studies; Cultural Studies I: Raymond Williams; Cultural Studies II: Stuart Hall; High Culture and Popular Culture; Subculture and Counterculture **Week 3 :** Modernism and Postmodernism I and II; Lyotard's The Postmodern Condition: A Report on Knowledge; Foucault's Notion of Knowledge and Power; Poststructuralism and Deconstruction **Week 4 :** Introduction to Feminism I and II; Theories of Gender; Men's and Masculinity Studies; Queer Studies and Representations of Gender in Media **Week 5 :** Intersectionality; Introduction to Postcolonial Theory; Key Concepts in Postcolonial theory; Said, Spivak and Bhabha; Postcolonial Reading of Achebe and Amitav Ghosh **Week 6 :** Theories of Ideology; Adorno and Horkheimer on Culture; Culture Industry and Mass Deception,Walter Benjamin; Interconnections between Literature, Culture and Identity: Woolf and Deshpande I and II **Week 7 :** The Evolution of Media: Print forms; Media and Culture; Media, Culture and Technology I and II; Harold Innis **Week 8 :** Introduction to Marshall McLuhan; Media and the Electric Age; Hot and Cool Media; Postmodern Media I; Postmodern Media II and Formation of Public Opinion **Week 9 :** Word and the Image; Drama, Photography, Birth of the Cinema; Film and Literature I and II; Language of Films: Mise-en-scene, Type of Shots, Camera angles/movements, Montage; Reading of 12 Years a Slave: Film and Text **Week 10 :** Development of Media: Radio; Development of Media: Television; Film, Television and Literature; Impact of Technology on Literary Genres: Novel; Media in the 21st Century **Week 11 :** Approaches to Digital Forms of Media; Literature, Internet and Culture; Digital Culture, Media, and Literature; Representation of Partition in different Media: A historical and Cultural Analysis I and II **Week 12 :** Game Studies I and II; Body Culture Studies and Representation of Women in the Media; Media and Gender; Media and Language, Glass Ceiling in Media



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Key Takeaways

- FULLY UPDATED FOR CLF-C01: Pass the AWS Certified Cloud Practitioner Certification
- Full Practice Exam with Explanations included!
- Learn the AWS Fundamentals (EC2, ELB, ASG, RDS, ElastiCache, S3)

What you'll Learn

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DATA SCIENCE CLUB

Post Event Report

Name of the Event: Lecture Series on **"AWS: Cloud Practioner Course"**

Duration: 26th March, 2022 to 26th June, 2022

Mode of Event: Online

Number of Participants: 62

Event Summary

On 26th March, the Data Science Club held an introductory session for the free lecture series on **AWS: Cloud Practioner Course**. The instructor for the course, Venkatbharat Poleneni (Club Secretary, Data Science Club) briefed the students about the course content. These courses focused on introducing students to the modern technology and tools which will help them shape their career.

There were 60 odd registrations for the course and the first lecture was held on 26th March with a minimum of 30 participants. The session was interactive and the students also attempted the quizzes and assignments which was assigned to them. Those who missed the sessions were provided with the recording of every session, the quizzes and assignments, so they could complete it at their own pace.

The AWS: Cloud Practioner course ended on 26th June. The feedback forms were sent to all the participants and the club hopes every student had made the best use of his or her time. Over all the lecture series was successful.

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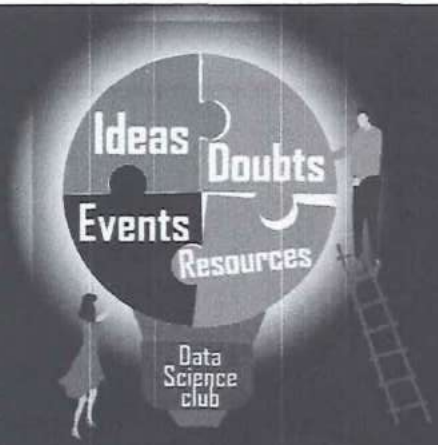

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Key Takeaways

- FULLY UPDATED FOR CLF-C01: Pass the AWS Certified Cloud Practitioner Certification
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- Benefits of the AWS Cloud
- Exam Details

Grab your chance today!

Check out our website:
https://datascienceclub.netlify.app/

For further queries,
feel free to contact us!

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CMR UNIVERSITY

SCHOOL OF ENGINEERING AND TECHNOLOGY

"DATA SCIENCE CLUB"

ORIENTATION

Dept. of CSE/IT

17th February, 2021 @1:30pm

Zoom meet link:
https://us05web.zoom.us/j/83398082422?pwd=WlJLN0dJMW40NEYzRm5LU3pqYUhwdz09
Meeting ID: 833 9808 2422
Passcode: dgz8nY

Agenda:

1. Introduction
2. Why **Data Science** and why this club?
3. What do we do in the club?
4. How does being a part of the club help you?
5. Who are we?
6. When and how can you join?
7. Doubts and questions.

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CMR UNIVERSITY

SOET

DEPARTMENT OF COMPUTER SCIENCE AND IT

DATA SCIENCE CLUB

PRESENTS

FREE LECTURE SERIES

DESCRIPTION

If you ever wanted to learn data analysis and statistics, but thought it was too complicated or time consuming, you're in the right place. Start using powerful scientific methods in a simple way. This is the data analysis and statistics course you've been waiting for. Practical, easy to understand, straight to the point.

REQUIREMENTS

Basic Knowledge about computers.

WHO THIS COURSE IS FOR:

- It's for you, if you want to make informed decisions based on data
- It's for you, if you want to be more efficient in your work
- It's for you, if you want to update or develop your skills and analyze data the right way
- It's for you, if you are interested in data analysis or statistics
- It's for you, if the content of other courses turned out to be difficult to understand

DATA ANALYTICS

Using statistics

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CMR UNIVERSITY BANGALORE

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Proposal to start Introductory Courses on Data Visualization and Data Analytics

30th June, 2021

The Head of Department.
Computer Science and Engineering,
CMR University, SoET,
Hennur-Bagalur Main Road,
Chagalatti, Bagalur, Bengaluru,
Karnataka, INDIA - 562149

Respected Ma'am,

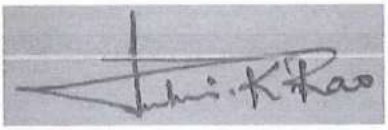
The members of the Data Science Club have come up with an initiative to start introductory courses on Data Visualization and Data Analytics.

As a part of building new skillsets, we want to introduce our fellow students to the basics of Data Visualization and Analytics. We have a hand-designed curriculum that will be taught by the final year students.

The classes will be conducted online via Google Meet. There will be a 4-hour session every week. Free books and materials related to the course will be provided along with a course completion certificate to the students who have attendance above 70%. Students can register for any one or both courses without any fee.

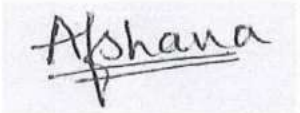
Thank you.

Venkatbharat Poleneni, Sec.,
Data Science Club



Jahnavi K Rao, Asst. Sec.,
Data Science Club

CH Nishitha, Exec. Co-ordinator,
Data Science Club



Syed Afshana Hidayathulla, EO,
Data Science Club

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SCHOOL OF ENGINEERING & TECHNOLOGY
CMR UNIVERSITY
Bengaluru - 562 149

PRAVEEN R

Proposal to start Course on AWS Cloud Practitioner Essentials

7th March, 2022

The Head of Department.
Computer Science and Engineering,
CMR University, SoET,
Hennur-Bagalur Main Road,
Chagalatti, Bagalur, Bengaluru,
Karnataka, INDIA - 562149

Respected Ma'am,

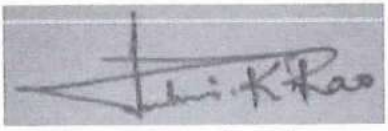
The members of the Data Science Club have come up with an initiative to start a course on AWS Cloud Practitioner Essentials.

As a part of building new skillsets, we want to introduce our fellow students to the AWS Cloud concepts. We have a hand-designed curriculum that will be taught by the final year students.

The classes will be conducted online via Google Meet. There will be a 4-hour session every week. Free books and materials related to the course will be provided along with a course completion certificate to the students who have attendance above 70%. Students can register for the course with the fee of 50 rupees. With the successful completion of the course, the student will be awarded with the course completion certificate.

Thank you.

Venkatbharat Poleneni, Sec.,
Data Science Club



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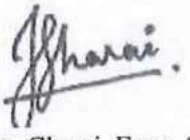
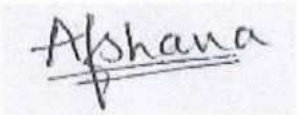


Trishita Gharai, Exec. Co-ordinator,
Data Science Club



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CMR UNIVERSITY

School of Engineering and Technology

The Management, Staff & Students Cordially invite you for the

"Inauguration of Data Science Club"

For the Academic Year 2020-21
On
17th February, 2021

Dr. C. Prabhakar Reddy,
Dean, SoET
CMR University, Bengaluru.

Time: **1:30 pm** Mode of conduction: **Online, Zoom meet.**

Inauguration link:
https://us05web.zoom.us/j/83398082422?pwd=WlJLN0dJMW40NEYzRm5LU3pqYUhwdz09

Meeting ID: **833 9808 2422**
Passcode: **dgz8nY**

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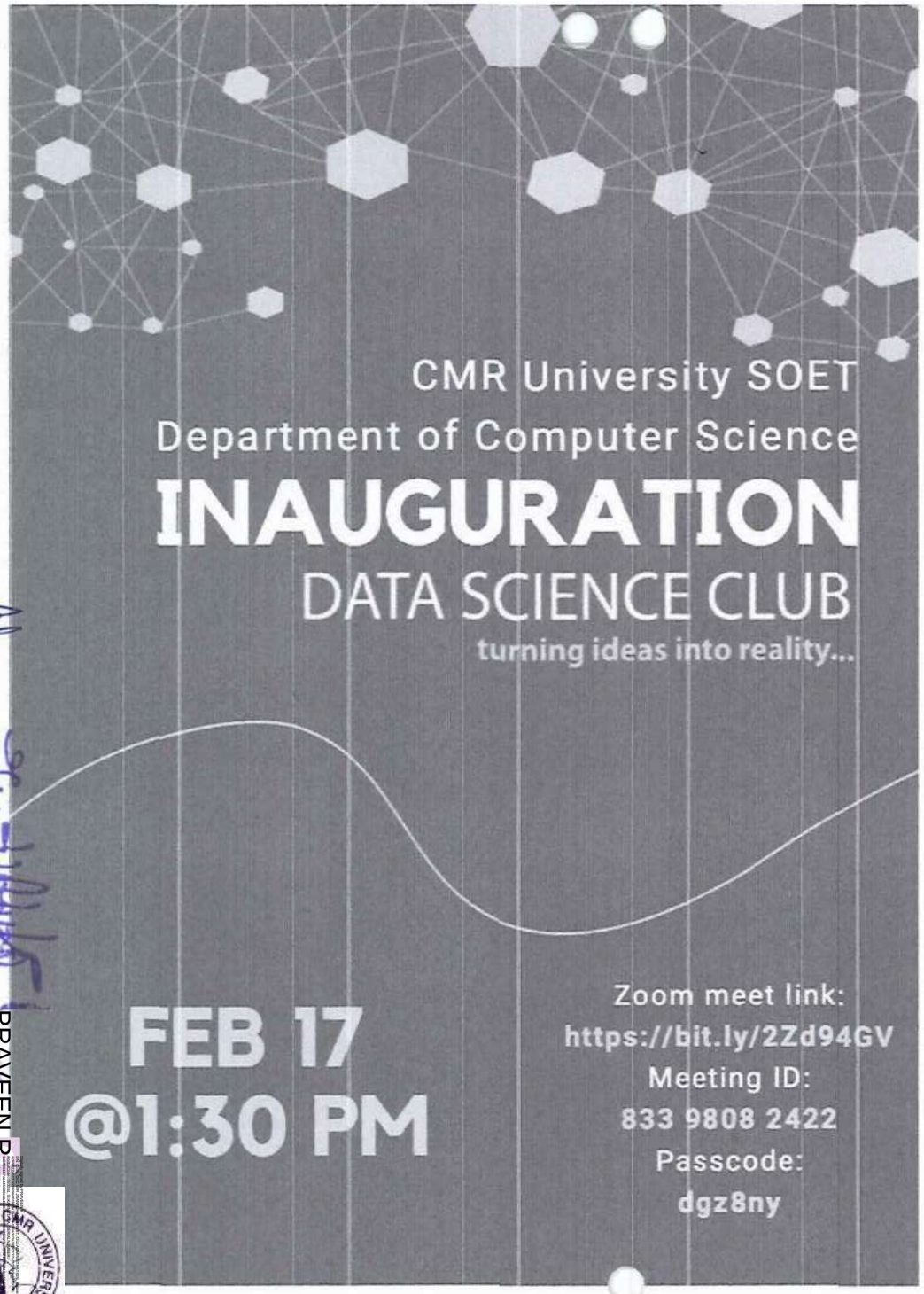
CMR University SOET
Department of Computer Science
INAUGURATION
DATA SCIENCE CLUB
turning ideas into reality...
FEB 17
@1:30 PM
Zoom meet link:
https://bit.ly/2Zd94GV
Meeting ID:
833 9808 2422
Passcode:
dgz8ny

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SOET

Department of Computer Science and IT

Data Science Club

FREE COURSE!

Data Visualisation

USING TABULEAU

Key takeaways

- Connect Tableau to a Variety of Datasets
- Analyze, Blend, Join, and Calculate Data
- Visualize Data in the Form of Various Charts, Plots, and Maps

Description

Learn data visualization through Tableau 2020 and create opportunities for you or key decision-makers to discover data patterns such as customer purchase behavior, sales trends, or production bottlenecks.
You'll learn all of the features in Tableau that allow you to explore, experiment with, fix, prepare, and present data easily, quickly, and beautifully.

Lecture Series

CMR UNIVERSITY

Prerequisites

- Basic knowledge of computers

What you'll learn

- Install Tableau Desktop 2020
- Connect Tableau to various Datasets: Excel and CSV files
- Create Barcharts
- Create Area Charts
- Create Maps
- Create Scatterplots
- Create Piecharts
- Create Treemaps
- Create Interactive Dashboards
- Create Storylines
- Understand Types of Joins and how they work
- Work with Data Blending in Tableau
- Create Table Calculations
- Work with Parameters
- Create Dual Axis Charts
- Create Calculated Fields
- Create Calculated Fields in a Blend
- Export Results from Tableau into Powerpoint, Word, and other software
- Work with Timeseries Data (two methods)
- Creating Data Extracts in Tableau
- Understand Aggregation, Granularity, and Level of Detail
- Adding Filters and Quick Filters
- Create Data Hierarchies
- Adding Actions to Dashboards (filters & highlighting)
- Assigning Geographical Roles to Data Elements
- Advanced Data Preparation (including

Perks

Free Resources

To make sure you get the fullest benefit from the course free books and materials required for the course will be provided.

Certificate

Course completion certificate will be provided to every participant whose attendance is > 70% .

Tableau Desktop Specialist Readiness

By, the end of the course you'll be fully prepared to collect, examine, and present data for any purpose, whether you're working with scientific data or you want to make forecasts about buying trends to increase profits.

Proposal to start Introductory Courses on Data Visualization and Data Analytics

30th June, 2021

The Head of Department.
Computer Science and Engineering,
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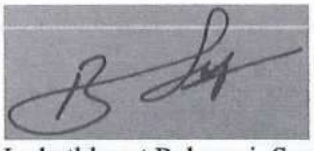

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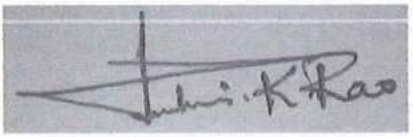

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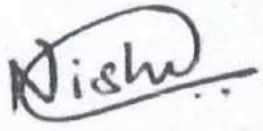

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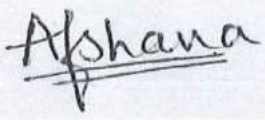

Syed Afshana Hidayathulla, EO,
Data Science Club

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Department of Computer Science and IT

Data Science Club

FREE COURSE!

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Lecture Series

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Private University Established in Karnataka State by Act No. 46 of 2013

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- Basic knowledge of computers

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- Install Tableau Desktop 2020
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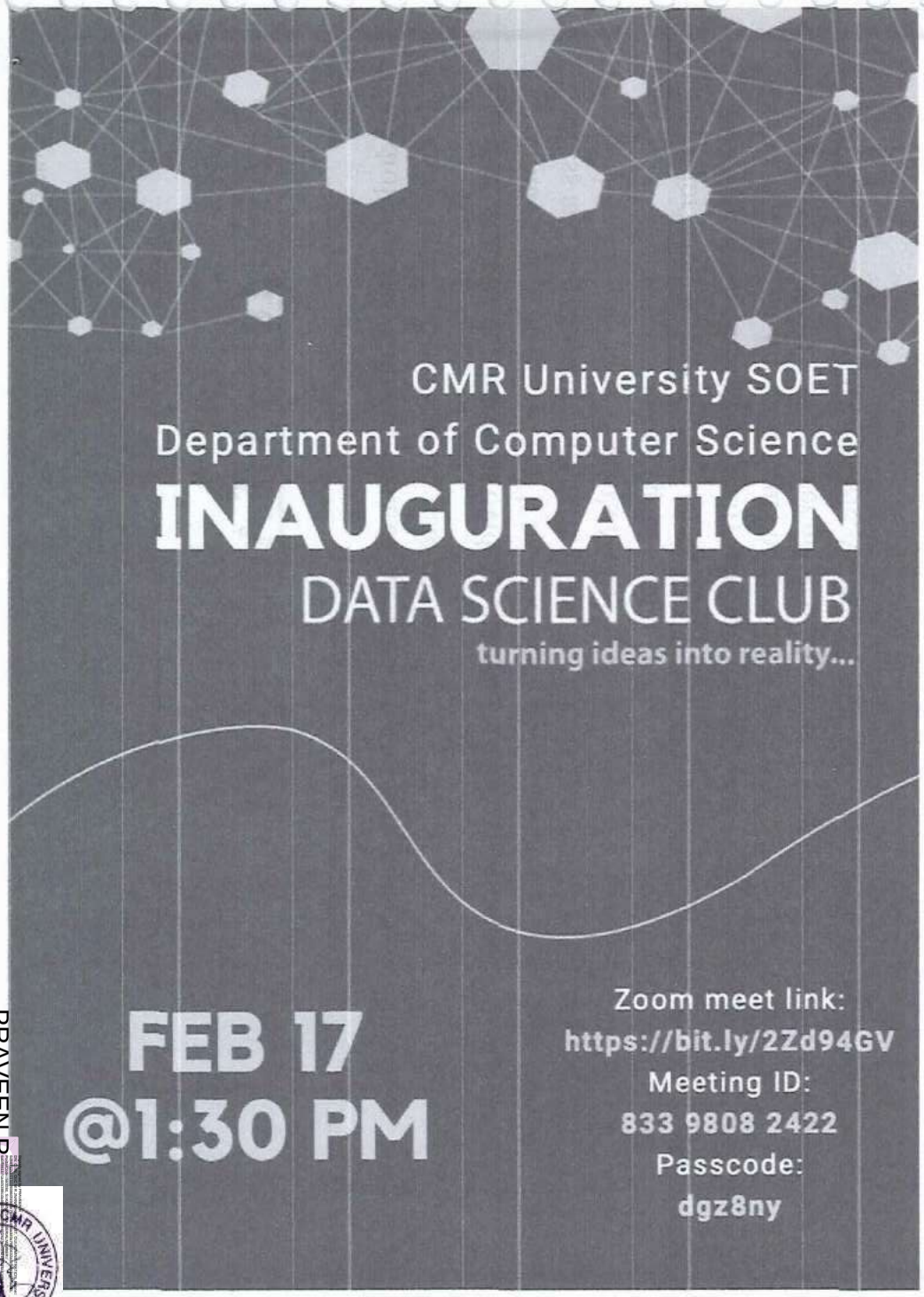

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Dr. C. Prabhakar Reddy
Dean, SoET, CMR University

CMR UNIVERSITY
Private University Established in Karnataka State by Act No. 45 of 2013

School of Engineering and Technology

The Management, Staff & Students Cordially invite you for the

"Inauguration of Data Science Club"

For the Academic Year 2020-21

On

17th February, 2021

Dr. C. Prabhakar Reddy,
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CMR University, Bengaluru.

Time: 1:30 pm **Mode of conduction: Online, Zoom me**

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SOET

DEPARTMENT OF COMPUTER SCIENCE AND IT

DATA SCIENCE CLUB

PRESENTS

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- It's for you, if you want to be more efficient in your work
- It's for you, if you want to update or develop your skills and analyze data the right way
- It's for you, if you are interested in data analysis or statistics
- It's for you, if the content of other courses turned out to be difficult to understand

DATA ANALYTICS

Using statistics

STAY TUNED FOR THE DATES

What you'll learn

- How to analyze data and how to use statistics in practice
- How to predict or explain different behaviors and events
- How to prepare data for the analysis
- How to collect data
- How to create a survey
- How to visualize data
- How to find ideas for data research
- How to tell the story through data
- How to draw conclusions and have profits from the results of your data analysis

Perks

FREE RESOURCES

To make sure you get the fullest benefit from the course free books and material required for the course will be provided.

CERTIFICATE

Course completion certificate will be provided to every participant whose attendance is > 70% .

DATA ANALYTICS READINESS

This course is all about giving you the quickest and easiest way possible to deep dive into data analysis. You won't waste time for theoretical concepts relevant to geeks and teachers only. We will dive directly into the key knowledge and methods.

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DATA SCIENCE CLUB

Post Event Report

Name of the Event: Lecture Series on "**AWS: Cloud Practioner Course**"

Duration: 26th March, 2022 to 26th June, 2022

Mode of Event: Online

Number of Participants: 62

Event Summary

On 26th March, the Data Science Club held an introductory session for the free lecture series on **AWS: Cloud Practioner Course**. The instructor for the course, Venkatbharat Poleneni (Club Secretary, Data Science Club) briefed the students about the course content. These courses focused on introducing students to the modern technology and tools which will help them shape their career.

There were 60 odd registrations for the course and the first lecture was held on 26th March with a minimum of 30 participants. The session was interactive and the students also attempted the quizzes and assignments which was assigned to them. Those who missed the sessions were provided with the recording of every session, the quizzes and assignments, so they could complete it at their own pace.

The AWS: Cloud Practioner course ended on 26th June. The feedback forms were sent to all the participants and the club hopes every student had made the best use of his or her time. Over all the lecture series was successful.

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Feedback from the students:

https://docs.google.com/spreadsheets/d/1tcXe71OmMT6LME4HjB6_t3cDkXlh3ysYsPsVSvpydpA/edit?usp=sharing

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DATA SCIENCE CLUB

Post Event Report

Name of the Event: Lecture Series on "**Data Visualization using Tableau**" and "**Data Analysis using Statistics**"

Duration: 29th September, 2021 to 29th October, 2021

Mode of Event: Online

Number of Participants: 52

Event Summary

On 17th September, the Data Science Club held an introductory session for the free lecture series on **Data Visualization using Tableau** and **Data Analysis using Statistics**. The instructors for the courses, Venkatbharat Poleneni (Club Secretary, Data Science Club) and Kamya Rachel, briefed the students about the course content. These courses focused on introducing students to the modern technology and tools which will help them shape their career.

There were 50 odd registrations for both the courses and the first lecture for Data Analysis was held on 29th September and for Data Visualization was held on 1st October with a minimum of 27 participants for each course. The session was interactive and the students also attempted the quizzes and assignments which was assigned to them. Those who missed the sessions were provided with the recording of every session, the quizzes and assignments, so they could *complete it at their own pace.*

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Bengaluru - 562 149

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• Education and Training: Increase the pool of well-trained, highly skilled data scientists to meet national demands by supporting experiential learning opportunities.

Activities Planned:

Education

- Through integrated data exercises in our core courses, our students will gain knowledge of data science fundamentals & applications.
- students work on team projects that reinforce fundamental principles and the broader uses and impacts of data science.

Research

1. Strategic research area: Multimodal data processing, data handling and knowledge representation
   - Text and NLP processing techniques
   - Image, video and signal processing
   - Advanced data and knowledge oriented DB: (storage, querying, and knowledge presentation
   - NoSQL DB, Graph DB, RF triple stores, data warehousing, OLAP, spatio-temporal databases and data streams
2. Strategic research area: Machine learning and data mining techniques
   - Versatile and scalable algorithms, Multilabel classification; active and online learning; semi Supervised learning
   - Interpretative models: Multi view clustering and re-description mining, Causality enabled Data mining techniques
   - Time series & data streams mining
   - Machine learning techniques for mining complex systems and networks, Modelling & mining processes in multi-layer networks, Outlier detection in graphs
   - Visualization of data and models
3. Strategic research area: Heterogeneous computing and advanced cloud services
   - Control/Data Flow Computing Architecture
   - Algorithms for Heterogeneous Computing
   - Energy aware Algorithms and Computing Architectures
   - Scalable Cloud and Fog Scientific Computing Services
4. Strategic research area: Application use cases
   - Bio sciences and healthcare
   - Business analytics and finance
   - Web & multimedia
   - Intelligent transport solutions Industrial Relationships

- Research Proposals/Grants/Projects
- Workshops

SCHOOL OF ENGINEERING & TECHNOLOGY
CMR UNIVERSITY

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CMR UNIVERSITY

School of Engineering and Technology
Department of Computer Science and Engineering

Beneficiaries of the Centre:

CMRU faculty and students, researchers and students in various domains and the global community.

Establishment of "Centre of Excellence in Data Science" will definitely yield fruitful benefits to our University.

COE Faculty Chief Coordinator:
Dr.Rubini.P, Assoc.Prof & HOD(i/c)-CSE, SOET

COE Faculty Co-ordinator:
Dr.Saravana Kumar S, Prof & HOD(i/c)-M.Tech, SOET

COE Principal Guidance:
Dr.Mohan Kumar S, Prof – CSE & Director IQAC, CMRU

Encl:

Data science club activities and reports for reference.

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Bengaluru - 562 149

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CMR UNIVERSITY

School of Engineering and Technology
Department of Computer Science and Engineering

Centre of Excellence in Data Science @ CMR University

The "Data Science club" was established at SOET, CMR University by the Department of CSE during February 2021.

The Club organized below mentioned activities until date:

- Inauguration of the club – 17th Feb 2021
- Orientation on "Data Science" – 17th Feb 2021
- Free lecture series on "Data Visualization using Tableau" – 1st Oct 2021 to 29th Oct 2021
- Free lecture series on "Data Analysis" – 29th Sep 2021 to 20th Oct 2021
- Free lecture series on "AWS: Cloud Practioner Course" – 26th Mar 2022 to 26th June 2022.
- Paper Publications in Scopus indexed journals.

The Momentum for creating a centre had begun long before to bring the depth of faculty and student expertise in data science foundations and the longstanding commitment to offer the highest quality education.

The time to launch a centre dedicated to data science become ideal to accelerate rapid growth industry domain, steadily increasing demand by students and the boundless intellectual curiosity in the field of research.

Centre of Excellence in Data Science:

Vision:

- To create a high-energy, collaborative infrastructure and atmosphere to explore challenges at the forefront of data science.

Mission:

- To facilitate the highest quality data science education, research and industrial collaboration.
- To expand the capacity to implement data science research, industry collaborations, educational programming, and the availability of cutting-edge computational tools.

The center will be expertise in data science, data analytics and high performance computing with the following objectives and strategies:

• Research: Generate innovative technologies and methods, while increasing competitive research grants and public-private partnerships.

• Commercialization and Incubation: Drive growth of large and small commercial partners by supporting the commercialization of new products and services.

• Consultations and Resources: Facilitate access to advanced computing and data visualization facilities, resources, and expertise.

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PRAVEEN R

• Education and Training: Increase the pool of well-trained, highly skilled data scientists to meet national demands by supporting experiential learning opportunities.

Activities Planned:

Education

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- students work on team projects that reinforce fundamental principles and the broader uses and impacts of data science.

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2. Strategic research area: Machine learning and data mining techniques
   - Versatile and scalable algorithms, Multilabel classification; active and online learning; semi Supervised learning
   - Interpretative models: Multi view clustering and re-description mining, Causality enabled Data mining techniques
   - Time series & data streams mining
   - Machine learning techniques for mining complex systems and networks, Modelling & mining processes in multi-layer networks, Outlier detection in graphs
   - Visualization of data and models
3. Strategic research area: Heterogeneous computing and advanced cloud services
   - Control/Data Flow Computing Architecture
   - Algorithms for Heterogeneous Computing
   - Energy aware Algorithms and Computing Architectures
   - Scalable Cloud and Fog Scientific Computing Services
4. Strategic research area: Application use cases
   - Bio sciences and healthcare
   - Business analytics and finance
   - Web & multimedia
   - Intelligent transport solutions Industrial Relationships

- Research Proposals/Grants/Projects
- Workshops

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CMR UNIVERSITY
Bengaluru - 562 149

PRAVEEN R

CMR UNIVERSITY

School of Engineering and Technology
Department of Computer Science and Engineering

Beneficiaries of the Centre:

CMRU faculty and students, researchers and students in various domains and the global community.

Establishment of "Centre of Excellence in Data Science" will definitely yield fruitful benefits to our University.

COE Faculty Chief Coordinator:
Dr.Rubini.P, Assoc.Prof & HOD(i/c)-CSE, SOET

COE Faculty Co-ordinator:
Dr.Saravana Kumar S, Prof & HOD(i/c)-M.Tech, SOET

COE Principal Guidance:
Dr.Mohan Kumar S, Prof – CSE & Director IQAC, CMRU

Encl:

Data science club activities and reports for reference.

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Bengaluru - 562 149

PRAVEEN R

CMR UNIVERSITY BANGALORE

Common Core (CC)

Scheme of Teaching and Evaluation (STE)

Academic Year [2021-22]

Common Core (CC)

Course Code: CPSAD1011 Course Name: Design Thinking (DTP)		
A. Course Framework		
Credits: L-T-P-C: 0-0-1-1		**Syllabus Version: 1.0**
Contact Hours / Week: 15	**Total Contact Hours: 15**	**Level: 100**
Prerequisite: (If applicable)	**NA**	
Course Learning Objectives:		
CLO1: To introduce students to the basics of design thinking. CLO2: To introduce students to principles and processes of Design Research. CLO3: To introduce students to the basics of Concept Development. CLO4: To equip students with techniques in innovative thinking and brainstorming.		
Course Outcomes: On successful completion of the course, Students will be able to,		
CO1: Apply teamwork towards building a solution. (Level 3) CO2: Apply basic Design Research (Level 3) CO3: Apply brainstorming as a way of innovative thinking. (Level 3) CO4: Understand story-telling in Design Thinking. (Level 2)		
B. Syllabus		
Day 1: Introduction | Hours: 7		
Step 1 of Day 1 Part 1: Introduction to Design Thinking In Class: Warm Up/Ice Breakers A world of multiple truths. How design thinking engages with people? 'I intend to' Exercise. Tackling inhibitions and creating a free space for students amongst themselves and with the tutor. Part 2: Introduction to Design Challenge. Discussion on the Design Challenge: How might we create solutions to address Bangalore's water crisis? In Class: Problem Definition Exercise. 'Ask a million questions' exercise.		

Common Core (CC)

Team Formation

Creative Expression of Problem Statement.

Expressing the problem creatively. Exploring media and methods. Developing concepts from creative expression. Art, Photography.

Step 2 of Day 1

Part 1:

Introduction to Design Research

Developing research questions. Developing research plans. Making observations. What to look for? Setting priorities. Innovative documenting techniques. Tools of presenting design research.

Surveying Tools and Data Collection

Part 2:

Understanding the context - Role playing and 'Thinking Hats' exercise

Download and Group exercise in class.

Stakeholder Analysis

Day 2: Ideate, Create, Iterate | Hours: 7

Step 3 and Step 4 of Day 2

The power of Empathy in Problem Solving

Organizing and analyzing data through empathy maps,ecosystem maps.

'Extremes and Mainstreams' Exercise

Understanding user personas.

Step 5 and Step 6 of Day 2

Students ideate concept solutions. Discuss and Brainstorm with tutor and peers.

Students brainstorm ideas and plot it on Ways to Grow Framework.

Step 7 of Day 2

Iterate (and re-iterate)

Students create a series of transformations of the original concept. Discuss the process.

Day 3: Prototype. Test | Hours: 4

Step 8 of Day 3

Test and Learn

Students take feedback from Stakeholders and present it in class.

What is the story of your solution? Storytelling Exercise

C. References

- Brown, T., & Katz, B. (2009). Change by design: how design thinking transforms organizations and inspires innovation. [New York]: Harper Business
- Lockwood, T. (2009). Design thinking: Integrating innovation, customer experience and brand value.
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- Abstract the Art of Design (Documentary)

D. Mode of Assessment: CIE (Project Notebook + Final Presentation)

Exercises

Day 1: Understand, Analyze, Empathize

Student groups submit their Project Notebook Containing

(i)Creative Expression of Problem Statement + How Might We Statement

(ii) Primary Research Methodology

Assessment Criteria:

- Demonstration of the student's ability to understand one aspect of the thematic and follow it.
- Demonstration of student ability to apply a range of media and methods in developing concepts.
- Clarity of thought.

Day 2: Ideate

Students present

(i) a questionnaire and data from interviews.

(ii)empathy maps and mind maps

(iii)concept

Assessment Criteria:

- Demonstration of the student's ability to understand problems from the lens of others.
- Demonstration of the student's ability to apply graphical tools to synthesize the data from interviews.
- Demonstration of the student's ability to think and clearly express concepts.

Day 3: Test & Learn

Students develop a prototype and present it to the tutor and their peers.

Assessment Criteria:

- Demonstration of the student's ability to carry a clear chain of thought from concept to prototype.
- Rigor and presentation of the design process.
- Student's ability to incorporate feedback into the final solution.

Assignments/ Deliverables:

50 Marks

IAT Quiz 1

Weightage:25 Marks reduced to 10

Multiple Choice Questions covering basic concepts introduced:

(i) What is Design Thinking and steps involved

(ii) Basics of Design Research

IAT Quiz 2

Weightage:25 Marks reduced to 10

Multiple Choice Questions covering basic concepts introduced:

(i) Analysis of Design Research

(ii) Basics of Prototyping, Testing and Feedback

Average of both IATs (out of 10) to be considered in final grading.

Regular documentation of the Design Process from Day1 to 3 (CCE 1-3)

Weightage:30 Marks

Assessment Criteria:

- Documentation of Design Thinking process.
- Punctuality.
- Demonstration of progress between steps.

Students test the prototype and present the final result to an invited jury (CCE4)

Weightage: 10 Marks

Assessment Criteria:

- Rigor and representation of the design process.
- Progress from Day 2 – incorporation of feedback from testing.

E. Scheme of Evaluation

1.Continuous Internal Assessment (CIE)

Components	Marks	Total Marks
IAT 1-Quiz	25	10
IAT 2-Quiz	25	
CCE1	10	10
CCE 2	10	10
CCE 3	10	10
CCE 4- Final Jury Presentation	10	10
TOTAL MARKS		50

2.Semester End Examination (SEE) Scheme: * NIL.

Students will be judged on the basis of CIE

Common Core (CC)

Scheme of Teaching and Evaluation (STE)

Academic Year [2021-22]

Common Core (CC)

Course Code: CPSAD1011 Course Name: Design Thinking (DTP)		
A. Course Framework		
Credits: L-T-P-C: 0-0-1-1		**Syllabus Version: 1.0**
Contact Hours / Week: 15	**Total Contact Hours: 15**	**Level: 100**
Prerequisite: (If applicable)	**NA**	
Course Learning Objectives:		
CLO1: To introduce students to the basics of design thinking. CLO2: To introduce students to principles and processes of Design Research. CLO3: To introduce students to the basics of Concept Development. CLO4: To equip students with techniques in innovative thinking and brainstorming.		
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CO1: Apply teamwork towards building a solution. (Level 3) CO2: Apply basic Design Research (Level 3) CO3: Apply brainstorming as a way of innovative thinking. (Level 3) CO4: Understand story-telling in Design Thinking. (Level 2)		
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Day 1: Introduction | Hours: 7		
Step 1 of Day 1 Part 1: Introduction to Design Thinking In Class: Warm Up/Ice Breakers A world of multiple truths. How design thinking engages with people? 'I intend to' Exercise. Tackling inhibitions and creating a free space for students amongst themselves and with the tutor. Part 2: Introduction to Design Challenge. Discussion on the Design Challenge: How might we create solutions to address Bangalore's water crisis? In Class: Problem Definition Exercise. 'Ask a million questions' exercise.		

Common Core (CC)

Team Formation

Creative Expression of Problem Statement.

Expressing the problem creatively. Exploring media and methods. Developing concepts from creative expression. Art, Photography.

Step 2 of Day 1

Part 1:

Introduction to Design Research

Developing research questions. Developing research plans. Making observations. What to look for? Setting priorities. Innovative documenting techniques. Tools of presenting design research.

Surveying Tools and Data Collection

Part 2:

Understanding the context - Role playing and 'Thinking Hats' exercise

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Stakeholder Analysis

Day 2: Ideate, Create, Iterate | Hours: 7

Step 3 and Step 4 of Day 2

The power of Empathy in Problem Solving

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'Extremes and Mainstreams' Exercise

Understanding user personas.

Step 5 and Step 6 of Day 2

Students ideate concept solutions. Discuss and Brainstorm with tutor and peers.

Students brainstorm ideas and plot it on Ways to Grow Framework.

Step 7 of Day 2

Iterate (and re-iterate)

Students create a series of transformations of the original concept. Discuss the process.

Day 3: Prototype. Test | Hours: 4

Step 8 of Day 3

Test and Learn

Students take feedback from Stakeholders and present it in class.

What is the story of your solution? Storytelling Exercise

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- Creative Mornings, by S.Vishwanath (Documentary)
- Abstract the Art of Design (Documentary)

D. Mode of Assessment: CIE (Project Notebook + Final Presentation)

Exercises

Day 1: Understand, Analyze, Empathize

Student groups submit their Project Notebook Containing

(i)Creative Expression of Problem Statement + How Might We Statement

(ii) Primary Research Methodology

Assessment Criteria:

- Demonstration of the student's ability to understand one aspect of the thematic and follow it.
- Demonstration of student ability to apply a range of media and methods in developing concepts.
- Clarity of thought.

Day 2: Ideate

Students present

(i) a questionnaire and data from interviews.

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(iii)concept

Assessment Criteria:

- Demonstration of the student's ability to understand problems from the lens of others.
- Demonstration of the student's ability to apply graphical tools to synthesize the data from interviews.
- Demonstration of the student's ability to think and clearly express concepts.

Day 3: Test & Learn

Students develop a prototype and present it to the tutor and their peers.

Assessment Criteria:

- Demonstration of the student's ability to carry a clear chain of thought from concept to prototype.
- Rigor and presentation of the design process.
- Student's ability to incorporate feedback into the final solution.

Assignments/ Deliverables:

50 Marks

IAT Quiz 1

Weightage:25 Marks reduced to 10

Multiple Choice Questions covering basic concepts introduced:

(i) What is Design Thinking and steps involved

(ii) Basics of Design Research

IAT Quiz 2

Weightage:25 Marks reduced to 10

Multiple Choice Questions covering basic concepts introduced:

(i) Analysis of Design Research

(ii) Basics of Prototyping, Testing and Feedback

Average of both IATs (out of 10) to be considered in final grading.

Regular documentation of the Design Process from Day1 to 3 (CCE 1-3)

Weightage:30 Marks

Assessment Criteria:

- Documentation of Design Thinking process.
- Punctuality.
- Demonstration of progress between steps.

Students test the prototype and present the final result to an invited jury (CCE4)

Weightage: 10 Marks

Assessment Criteria:

- Rigor and representation of the design process.
- Progress from Day 2 – incorporation of feedback from testing.

E. Scheme of Evaluation

1.Continuous Internal Assessment (CIE)

Components	Marks	Total Marks
IAT 1-Quiz	25	10
IAT 2-Quiz	25	
CCE1	10	10
CCE 2	10	10
CCE 3	10	10
CCE 4- Final Jury Presentation	10	10
TOTAL MARKS		50

2.Semester End Examination (SEE) Scheme: * NIL.

Students will be judged on the basis of CIE

Common Core (CC)

Scheme of Teaching and Evaluation (STE)

Academic Year [2021-22]

Common Core (CC)

CPSAD1011 Design Thinking (DTP)		
A. Course Framework		
Credits: L-T-P-C: 0-0-2-2		**Syllabus Version: 1**
Contact Hours / Week: 30	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	
Course Learning Objectives:		
CLO1: To introduce students to the basics of design thinking. CLO2: To introduce students to principles and processes of Design Research. CLO3: To introduce students to the basics of Concept Development. CLO4: To equip students with techniques in innovative thinking and brainstorming.		
Course Outcomes: On successful completion of the course, Students will be able to,		
CO1: Apply teamwork towards building a solution. (Level 2) CO2: Apply basic Design Research (Level 1) CO3: Apply brainstorming as a way of innovative thinking. (Level 3) CO4: Apply story-telling in Design Thinking. (Level 1)		
B. Syllabus		
Day 1: Introduction to Design Thinking + Feel Phase | Hours: 7		
Day 1. Session 1: Part 1: **Welcome + Introductions** Small group warm up/ Ice Breakers: get to know your teams - activity. Large Group warm up: Setting Intentions. 'I intend to' Exercise. - sharing as a large group. Group Agreement- Setting expectations of how we choose to engage through the course of the workshop. Course Details and requirements Attendance Requirements **Introduction to Design Thinking** What is Design? What is Design thinking? How design thinking engages with people. The cost of not using Design Thinking and the impact of stagnation Customized brief intro to how it is relevant to their stream + careers these days - their role in an innovation lab.		

Part 2:

Introduction to Design Challenge.

Bangalore's Water Crisis: What's really going on? Setting the context. (May change depending on the challenge)

Zooming in. Zooming out- The powers of 10 video.

Looking from the lens of the forest (big picture) and also the trees (focused thought)

Understanding the Problem through the lens of 'My Home, My Community, My City'

Brainstorming and affinity mapping to identify emerging themes.

Team Formations.

Day 1. Session 2:

Web of life activity- understanding systems mapping, complexity and the interconnectedness of stakeholders. (String forming a web between the stakeholders)

Stakeholder Analysis - Making of a Stakeholder Map for their individual themes (in their own teams)

Introduction to Design Research.

Part 2: Design Research

Introduction to Design Research

Developing research questions. Developing research plans. Making observations. What to look for? Setting priorities. Surveying Tools and Data Collection. Associative relationships. Tools of analysis. Tools of presenting design research.

Primary Research: Ethnographic - interviews, observations and case studies.

Secondary Research: Internet studies / newspaper / articles.

Day 2: Feel Phase + Imagine Phase | Hours: 6.5

Day 2 : Session 1

Part 1:

Team Presentations.

Share your research.

What is empathy? The power of empathy.

Empathy mapping framework and activity by the group.

Getting deeper - asking 5 'whys?' (getting to the root of the problem)

Developing 'How might we' questions to reframe the challenges into opportunities.

Creating "How might we…" statements to address core issues identified that they want to solve.

Part 2: **Imagine Phase**

Dreaming Big: Individual Dreams coming together to form a big shared dream.

Video references- World's biggest beach clean up, Printers made accessible for the blind.

Flipping the problem (reframe tool)

'What if?' - Thinking of the most positive and ideal scenario.

Creative Expression of Problem Statement and Dream Statement.

Expressing the problem creatively. Exploring media and methods. Developing concepts from creative expression. Art, Photography, Poetry.

Day 3: Do Phase: Prototype. Test | Hours:6.5

Part 1:

Warm up: Theater exercise- "me, you, us"
Teams Present their creative expression of the problem statement and their collective dream.

'Do' Phase Introduction in the context of Design Thinking.

What is brainstorming?

How to brainstorm?

Generating Ideas- Quantity over quality.

Destroy, Preserve, Create Activity.

Value Proposition Canvas and Framework. (Coming up with ideas and solutions that are Desirable, Feasible and Viable through this tool)

Part 2: Prototyping and Testing

Introduction to prototyping: Fail early, Fail Fast. Dyson example.

Introduction to Behavior Change and "Nudge" as a concept.

Teams bring their ideas to life- prototype and test (low fidelity)

Services/ products - storyboard and seek feedback.

Day 4: Share Phase | Hours: 7

Day 4: Share Phase

Teams present their findings from the "Do" Phase.

Storytelling activity.

Creating a Communication Strategy.

Coming up with a Social Media Strategy.

Preparing for their final presentations.

Day 5: Final Presentations and Viva | Hours: 3

Students present the entire process to an external jury as well as internal jury.

C. References

- Brown, T., & Katz, B. (2009). Change by design: how design thinking transforms organizations and inspires innovation. [New York]: Harper Business
- Lockwood, T. (2009). Design thinking: Integrating innovation, customer experience and brand value.
- Abstract the Art of Design
- Creative Mornings, by S.Vishwanath

D. Mode of Assessment: CIE + SEE

Exercises

Day 1: Understand, Analyze, Empathize

Student groups submit a Presentation Containing

(i) Problem Statement + How Might We Statement

(ii) Primary Research Methodology

Assessment Criteria:

- Demonstration of the student's ability to understand one aspect of the thematic and follow it.
- Demonstration of student ability to apply a range of media and methods in developing concepts.
- Clarity of thought.

Day 2: Ideate

Students present

(i) a questionnaire and data from interviews.

(ii)empathy maps and mind maps

(iii)concept

Assessment Criteria:

- Demonstration of the student's ability to understand problems from the lens of others.
- Demonstration of the student's ability to apply graphical tools to synthesize the data from interviews.
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Day 3: Test & Learn

Students develop a prototype and present it to the tutor and their peers.

Assessment Criteria:

- Demonstration of the student's ability to carry a clear chain of thought from concept to prototype.
- Rigor and presentation of the design process.
- Student's ability to incorporate feedback into the final solution.

Assignments/ Deliverables:

50 Marks

IAT Quiz 1

Weightage:25 Marks reduced to 10

Multiple Choice Questions covering basic concepts introduced:

(i) What is Design Thinking and steps involved

(ii) Basics of Design Research

IAT Quiz 2

Weightage:25 Marks reduced to 10

Multiple Choice Questions covering basic concepts introduced:

(i) Analysis of Design Research

(ii) Basics of Prototyping, Testing and Feedback

Average of both IATs (out of 10) to be considered in final grading.

Regular documentation of the Design Process from Day1 to 5 (CCE 1-3)

Weightage:15 Marks

Assessment Criteria:

- Documentation of Design Thinking process.
- Punctuality.
- Demonstration of progress between steps.

Students test the prototype and present the final result to an invited jury (CCE4)

Weightage: 50% (25 Marks)

Assessment Criteria:

- Rigor and representation of the design process.
- Progress from Day 2 – incorporation of feedback from testing.

E. Scheme of Evaluation : 50 Marks (CIE)

Common Core (CC)

1.Continuous Internal Assessment (CIE) : 25 Marks

Components	Marks	Total Marks
IAT 1-Quiz	25	10
IAT 2-Quiz	25	
CCE 1	10	10
CCE 2	10	10
CCE 3	10	10
CCE4	10	10
TOTAL MARKS		50

I. Design Thinking Process (DTP-1) - 2 Credits

DTP	IAT					CCE					CIE	SEE	Total
Evaluation	IAT-1	IAT-1 Scaled Down	IAT-2	IAT-2 Scaled Down	Average IAT [(B+D)/2]	CCE-1	CCE-2	CCE-3	CCE-4 (Practical)	Total CCE (F to I)	CIE (E+J)	SEE	Grand Total (K + L)
Column Identifier >	A	B	C	D	E	F	G	H	I	J	K	L	M
Max. Marks	25	10	25	10	10	10	10	10	10	40	50	NA	50

Common Core (CC)

Scheme of Teaching and Evaluation (STE)

Academic Year [2021-22]

Common Core (CC)

CPSAD1011 Design Thinking (DTP)		
A. Course Framework		
Credits: L-T-P-C: 0-0-2-2		**Syllabus Version: 1**
Contact Hours / Week: 30	**Total Contact Hours: 30**	**Level: 100**
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Day 2 : Session 1

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Storytelling activity.

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Coming up with a Social Media Strategy.

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Day 5: Final Presentations and Viva | Hours: 3

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D. Mode of Assessment: CIE + SEE

Exercises

Day 1: Understand, Analyze, Empathize

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Assessment Criteria:

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Assignments/ Deliverables:

50 Marks

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Weightage:25 Marks reduced to 10

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Weightage:25 Marks reduced to 10

Multiple Choice Questions covering basic concepts introduced:

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Weightage:15 Marks

Assessment Criteria:

- Documentation of Design Thinking process.
- Punctuality.
- Demonstration of progress between steps.

Students test the prototype and present the final result to an invited jury (CCE4)

Weightage: 50% (25 Marks)

Assessment Criteria:

- Rigor and representation of the design process.
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E. Scheme of Evaluation : 50 Marks (CIE)

Common Core (CC)

1.Continuous Internal Assessment (CIE) : 25 Marks

Components	Marks	Total Marks
IAT 1-Quiz	25	10
IAT 2-Quiz	25	
CCE 1	10	10
CCE 2	10	10
CCE 3	10	10
CCE4	10	10
TOTAL MARKS		50

I. Design Thinking Process (DTP-1) - 2 Credits

DTP	IAT					CCE					CIE	SEE	Total
Evaluation	IAT-1	IAT-1 Scaled Down	IAT-2	IAT-2 Scaled Down	Average IAT [(B+D)/2]	CCE-1	CCE-2	CCE-3	CCE-4 (Practical)	Total CCE (F to I)	CIE (E+J)	SEE	Grand Total (K + L)
Column Identifier >	A	B	C	D	E	F	G	H	I	J	K	L	M
Max. Marks	25	10	25	10	10	10	10	10	10	40	50	NA	50

Common Core (CC)

Scheme of Teaching and Evaluation (STE)

Academic Year [2022-23]

Common Core (CC)

CPSHD1021 Design Thinking - I (DTPD-I)		
A. Course Framework		
Credits: L-T-P-C: 0-0-2-2		**Syllabus Version: 1**
Contact Hours / Week: 4	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	
Course Learning Objectives:		
CLO1: To introduce students to the basics of design thinking. CLO2: To introduce students to principles and processes of Design Research. CLO3: To introduce students to the basics of Concept Development. CLO4: To equip students with techniques in innovative thinking and brainstorming.		
Course Outcomes: On successful completion of the course, Students will be able to,		
CO1: Apply teamwork towards building a solution. (Level 3) CO2: Apply basic Design Research (Level 3) CO3: Apply brainstorming as a way of innovative thinking. (Level 3) CO4: Apply story-telling in Design Thinking. (Level 3)		
B. Syllabus		
Day 1: Introduction to Design Thinking + Empathize Phase | Hours: 7		
Day 1. Session 1: Part 1: **Welcome + Introductions** Small group warm up/ Ice Breakers: get to know your teams - activity. Large Group warm up: Setting Intentions. 'I intend to' Exercise. - sharing as a large group. Group Agreement- Setting expectations of how we choose to engage through the course of the workshop. Course Details and requirements Attendance Requirements **Introduction to Design Thinking** What is Design? What is Design thinking? How design thinking engages with people. The cost of not using Design Thinking and the impact of stagnation Customized brief intro to how it is relevant to their stream + careers these days - their role in an innovation lab.		

Part 2:

Introduction to Design Challenge.

Bangalore's Water Crisis: What's really going on? Setting the context. (May change depending on the challenge)

Zooming in. Zooming out- The powers of 10 video.

Looking from the lens of the forest (big picture) and also the trees (focused thought)

Understanding the Problem through the lens of 'My Home, My Community, My City'

Brainstorming and affinity mapping to identify emerging themes.

Team Formations.

Day 1. Session 2:

Web of life activity- understanding systems mapping, complexity and the interconnectedness of stakeholders. (String forming a web between the stakeholders)

Stakeholder Analysis - Making of a Stakeholder Map for their individual themes (in their own teams)

Introduction to Design Research.

Part 2: Design Research

Introduction to Design Research

Developing research questions. Developing research plans. Making observations. What to look for? Setting priorities. Surveying Tools and Data Collection. Associative relationships. Tools of analysis. Tools of presenting design research.

Primary Research: Ethnographic - interviews, observations and case studies.

Secondary Research: Internet studies / newspaper / articles.

Day 2: Define Phase| Hours: 6

Day 2 : Session 1

Part 1:

Team Presentations.

Share your research.

What is empathy? The power of empathy.

Empathy mapping framework and activity by the group.

Getting deeper - asking 5 'whys?' (getting to the root of the problem)

Developing 'How might we' questions to reframe the challenges into opportunities.

Creating "How might we…" statements to address core issues identified that they want to solve.

Part 2: **Imagine Phase**

Dreaming Big: Individual Dreams coming together to form a big shared dream.

Video references- World's biggest beach clean up, Printers made accessible for the blind.

Flipping the problem (reframe tool)

'What if?' - Thinking of the most positive and ideal scenario.

Creative Expression of Problem Statement and Dream Statement.

Expressing the problem creatively. Exploring media and methods. Developing concepts from creative expression. Art, Photography, Poetry.

Day 3:Ideate and Prototype Phase | Hours:6

Part 1:

Warm up: Theater exercise- "me, you, us"
Teams Present their creative expression of the problem statement and their collective dream.

'Do' Phase Introduction in the context of Design Thinking.

What is brainstorming?

How to brainstorm?

Generating Ideas- Quantity over quality.

Destroy, Preserve, Create Activity.

Value Proposition Canvas and Framework. (Coming up with ideas and solutions that are Desirable, Feasible and Viable through this tool)

Part 2: Prototyping and Testing

Introduction to prototyping: Fail early, Fail Fast. Dyson example.

Introduction to Behavior Change and "Nudge" as a concept.

Teams bring their ideas to life- prototype and test (low fidelity)

Services/ products - storyboard and seek feedback.

Day 4: Test and Share Phase | Hours: 7

Day 4: Share Phase

Teams present their findings from the "Do" Phase.

Storytelling activity.

Creating a Communication Strategy.

Coming up with a Social Media Strategy.

Preparing for their final presentations.

Day 5: Final Presentations and Viva | Hours: 4

Students present the entire process to an external jury as well as internal jury.

C. References

- Brown, T., & Katz, B. (2009). Change by design: how design thinking transforms organizations and inspires innovation. [New York]: Harper Business
- Lockwood, T. (2009). Design thinking: Integrating innovation, customer experience and brand value.
- Abstract the Art of Design
- Creative Mornings, by S.Vishwanath

D. Mode of Assessment: CIE + SEE

Exercises

Day 1: Understand, Analyze, Empathize

Student groups submit a Presentation Containing

(i)Creative Expression of Problem Statement + How Might We Statement

(ii) Primary Research Methodology

Assessment Criteria:

- Demonstration of the student's ability to understand one aspect of the thematic and follow it.
- Demonstration of student ability to apply a range of media and methods in developing concepts.
- Clarity of thought.

Day 2: Ideate

Students present

(i) a questionnaire and data from interviews.

(ii)empathy maps and mind maps

(iii)concept

Assessment Criteria:

- Demonstration of the student's ability to understand problems from the lens of others.
- Demonstration of the student's ability to apply graphical tools to synthesize the data from interviews.
- Demonstration of the student's ability to think and clearly express concepts.

Day 3: Test & Learn

Students develop a prototype and present it to the tutor and their peers.

Assessment Criteria:

- Demonstration of the student's ability to carry a clear chain of thought from concept to prototype.
- Rigor and presentation of the design process.
- Student's ability to incorporate feedback into the final solution.

Assignments/ Deliverables:

50 Marks

IAT Quiz 1

Weightage:25 Marks reduced to 10

Multiple Choice Questions covering basic concepts introduced:

(i) What is Design Thinking and steps involved

(ii) Basics of Design Research

IAT Quiz 2

Weightage:25 Marks reduced to 10

Multiple Choice Questions covering basic concepts introduced:

(i) Analysis of Design Research

(ii) Basics of Prototyping, Testing and Feedback

Average of both IATs (out of 10) to be considered in final grading.

Regular documentation of the Design Process from Day1 to 3 (CCE 1-3)

Weightage:30 Marks

Assessment Criteria:

- Documentation of Design Thinking process.
- Punctuality.
- Demonstration of progress between steps.

Students test the prototype and present the final result to an invited jury (CCE4)

Weightage: 10 Marks

Assessment Criteria:

- Rigor and representation of the design process.
- Progress from Day 2 – incorporation of feedback from testing.

E. Scheme of Evaluation : 50 Marks (CIE)

Common Core (CC)

DTP	IAT					CCE					CIE	SEE	Total
Evaluation	IAT-1	IAT-1 Scaled Down	IAT-2	IAT-2 Scaled Down	Average IAT [(B+D)/2]	CCE-1	CCE-2	CCE-3	CCE-4 (Practical)	Total CCE (F to I)	CIE (E+J)	SEE	Grand Total (K + L)
Column Identifier >	A	B	C	D	E	F	G	H	I	J	K	L	M
Max. Marks	25	10	25	10	10	5	5	5	25	40	50	NA	50

CPSSD1031 : Qualitative Research		
A. Course Framework		
Credits: L-T-P-C: 2 – 0 – 0- 2		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

O1: To introduce the fundamentals of research process and various concepts of research.

O2: To familiarize the concept of qualitative research methods and its rationale in research.

O3: To demonstrate the processes of qualitative research data collection, analysis, and interpretation, and the requirements of the different qualitative approaches, their differences, strengths, and weaknesses.

O4: To explain the different types of report writing and ethical issues related to research.

Course Outcomes: On successful completion of the course, Students will be able to,

O1: Illustrate the different components of research process, research design and research problem. (L4)

O2: Understand and develop skills in relation to qualitative research and will serve as a foundation for possible qualitative research projects at a graduate and postgraduate level. (L2)

O3: Analyze qualitative data, using techniques such as Grounded theory, IPA, Narrative analysis, Thematic analysis and Content analysis. (L4)

O4: Compile research reports addressing empirical and analytical problems. (L6)

PO: PO1/PO2/PO3/PO4 **PSO**: PSO1/PSO2

B. Syllabus

Module:1: Introduction to Research **Hours: 8**

Research -meaning, definition. objectives, types of research, Research process, Research problem, Research design-meaning, need, features, and important concepts related to design, types of design. Research methods vs. research methodology.
Review of literature- Identifying research gaps. Sampling-meaning, types of sampling methods-probability and non-probability sampling methods.

Module:2: Introduction to Qualitative Research **Hours: 6**

Qualitative Research- Meaning, Definition, Need, Qualitative vs Quantitative research, Rationale for using qualitative designs and methods, Measurement and scaling techniques.
Hypothesis- Types, Type I and Type II error, Variables- meaning, various types of variables in research.

Module:3: Qualitative Research Methods and Analysis **Hours: 10**

Approaches to Data collection- Types of data- Primary data and Secondary data. Data collection instrument- questionnaires. Developing qualitative research questions.
Qualitative Research Methods- Focus groups discussions, Depth Interview, Observation, Ethnographic research, Case Study research, Record keeping.
Qualitative Data Analysis- Content Analysis, Narrative Analysis, Discourse Analysis, Thematic Analysis, Grounded Theory, Phenomenological Analysis.

Module:4: Report Writing and Ethics in Research **Hours: 6**

Research report-meaning, qualities of a good report writing report, Types of report, Guidelines for effective report writing, Structure of report. Research Ethics-Definition, Ethical issues, Ethical principles in research.

C. References

1. Qualitative Inquiry and Research Design: Choosing among Five Approaches, by John W. Creswell (Sage).
2. A Guide to Qualitative Field Research (2nd ed., Pine Forge Press), by Carol A. Bailey.
3. The SAGE Handbook of Qualitative Data Analysis, by Uwe Flick, Editor (Sage Publications)
4. Panneerselvam, R., (2014): Research Methodology, 2nd Edition, Prentice Hall of India, New Delhi.
5. Qualitative Research Methods- Ajay Bailey, Inge Hutter, and Monique M. Hennink

D. Mode of Assessment

CIE: IAT / CCE & SEE

E. Scheme of Evaluation

QLR	IAT					CCE				CIE	SEE		Total
Evaluation	IAT-1	IAT-1 Scaled Down	IAT-2	IAT-2 Scaled Down	Average IAT [(B+D)/2]	CCE-1	CCE-2	CCE-3	Total CCE (F to H)	CIE (IAT + CCE) (E + I)	SEE	SEE Scaled Down	Grand Total (J + L)

Column Identifier >	A	B	C	D	E	F	G	H	I	J	K	L	M
Max. Marks	20	10	20	10	10	5	5	5	15	25	50	**25**	**50**

2. Semester End Examination (SEE) Scheme

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom 's Taxon omy
A	5	4	3	12	L1, L2
B	5	3	6	18	L2, L3
C	3	2	10	20	L4, L6

F. CO-PO-PSO Mapping

CO-PO-PSO Mapping						
CO	PO				PSO	
	1	2	3	4	1	2
1	*					
2	*	*			*	
3	*		*	*	*	
4	*	*	*	*	*	*

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CMR UNIVERSITY

SOET

Department of Computer Science and IT

Data Science Club

FREE COURSE!

Data Visualisation

USING TABULEAU

Key takeaways

- Connect Tableau to a Variety of Datasets
- Analyze, Blend, Join, and Calculate Data
- Visualize Data in the Form of Various Charts, Plots, and Maps

Description

Learn data visualization through Tableau 2020 and create opportunities for you or key decision-makers to discover data patterns such as customer purchase behavior, sales trends, or production bottlenecks.
You'll learn all of the features in Tableau that allow you to explore, experiment with, fix, prepare, and present your data quickly, and beautifully.

Lecture Series

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Prerequisites

- Basic knowledge of computers

Stay tuned for dates!

What you'll learn

- Install Tableau Desktop 2020
- Connect Tableau to various Datasets: Excel and CSV files
- Create Barcharts
- Create Area Charts
- Create Maps
- Create Scatterplots
- Create Piecharts
- Create Treemaps
- Create Interactive Dashboards
- Create Storylines
- Understand Types of Joins and how they work
- Work with Data Blending in Tableau
- Create Table Calculations
- Work with Parameters
- Create Dual Axis Charts
- Create Calculated Fields
- Create Calculated Fields in a Blend
- Export Results from Tableau into Powerpoint, Word, and other software
- Work with Timeseries Data (two methods)
- Creating Data Extracts in Tableau
- Understand Aggregation, Granularity, and Level of Detail
- Adding Filters and Quick Filters
- Create Data Hierarchies
- Adding Actions to Dashboards (filters & highlighting)
- Assigning Geographical Roles to Data Elements
- Advanced Data Preparation (including

Perks

Free Resources

To make sure you get the fullest benefit from the course free books and material required for the course will be provided.

Certificate

Course completion certificate will be provided to every participant whose attendance is > 70% .

Tableau Desktop Specialist Readiness

By, the end of the course you'll be fully prepared to collect, examine, and present data for any purpose, whether you're working with scientific data or you want to make forecasts about buying trends to increase profits.

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SOET

DEPARTMENT OF COMPUTER SCIENCE AND IT

DATA SCIENCE CLUB

PRESENTS

FREE LECTURE SERIES

DEAN
SCHOOL OF ENGINEERING & TECHNOLOGY
CMR UNIVERSITY
Bengaluru - 562 149

DESCRIPTION

If you ever wanted to learn data analysis and statistics, but thought it was too complicated or time consuming, you're in the right place. Start using powerful scientific methods in a simple way. This is the data analysis and statistics course you've been waiting for. Practical, easy to understand, straight to the point.

REQUIREMENTS

Basic Knowledge about computers.

WHO THIS COURSE IS FOR:

- It's for you, if you want to make informed decisions based on data
- It's for you, if you want to be more efficient in your work
- It's for you, if you want to update or develop your skills and analyze data the right way
- It's for you, if you are interested in data analysis or statistics
- It's for you, if the content of other courses turned out to be difficult to understand

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DATA ANALYTICS

Using statistics

Proposal to start Introductory Courses on Data Visualization and Data Analytics

30th June, 2021

The Head of Department.
Computer Science and Engineering,
CMR University, SoET,
Hennur-Bagalur Main Road,
Chagalatti, Bagalur, Bengaluru,
Karnataka, INDIA - 562149

Respected Ma'am,

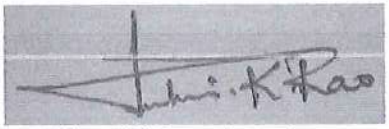
The members of the Data Science Club have come up with an initiative to start introductory courses on Data Visualization and Data Analytics.

As a part of building new skillsets, we want to introduce our fellow students to the basics of Data Visualization and Analytics. We have a hand-designed curriculum that will be taught by the final year students.

The classes will be conducted online via Google Meet. There will be a 4-hour session every week. Free books and materials related to the course will be provided along with a course completion certificate to the students who have attendance above 70%. Students can register for any one or both courses without any fee.

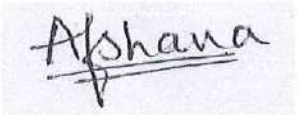
Thank you.

Venkatbharat Poleneni, Sec.,
Data Science Club



Jahnavi K Rao, Asst. Sec.,
Data Science Club

CH Nishitha, Exec. Co-ordinator,
Data Science Club



Syed Afshana Hidayathulla, EO,
Data Science Club

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Bengaluru - 562 149

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Proposal to start Course on AWS Cloud Practitioner Essentials

7th March, 2022

The Head of Department.
Computer Science and Engineering,
CMR University, SoET,
Hennur-Bagalur Main Road,
Chagalatti, Bagalur, Bengaluru,
Karnataka, INDIA - 562149

Respected Ma'am,

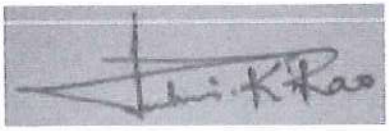
The members of the Data Science Club have come up with an initiative to start a course on AWS Cloud Practitioner Essentials.

As a part of building new skillsets, we want to introduce our fellow students to the AWS Cloud concepts. We have a hand-designed curriculum that will be taught by the final year students.

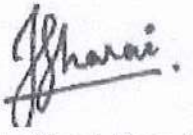
The classes will be conducted online via Google Meet. There will be a 4-hour session every week. Free books and materials related to the course will be provided along with a course completion certificate to the students who have attendance above 70%. Students can register for the course with the fee of 50 rupees. With the successful completion of the course, the student will be awarded with the course completion certificate.

Thank you.

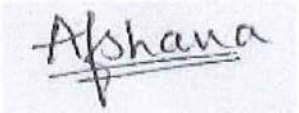
Venkatbharat Poleneni, Sec.,
Data Science Club



Jahnavi K Rao, Asst. Sec.,
Data Science Club



Trishita Gharai, Exec. Co-ordinator,
Data Science Club



Syed Afshana Hidayathulla, EO,
Data Science Club

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Chairman, CMR Group of Institutions & CMR University.

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Chancellor, CMRUniversity.

Shri K. R. Jayadeep
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Dr. Tristha Ramamurthy
Provost, CMR University.

Mrs. Shreya Reddy
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Dr. C. Prabhakar Reddy
Dean, SoET, CMR University

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School of Engineering and Technology

The Management, Staff & Students Cordially invite you for the

"Inauguration of Data Science Club"

For the Academic Year 2020-21
On
17th February, 2021

Dr. C. Prabhakar Reddy,
Dean, SoET
CMR University, Bengaluru.

Time: 1:30 pm **Mode of conduction: Online, Zoom meet.**

Inauguration link:
https://us05web.zoom.us/j/83398082422?pwd=WlJLN0dJMW40NEYzRm5LU3pqYUhwdz09

Meeting ID: 833 9808 2422
Passcode: dgz8nY

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Bengaluru - 562 149

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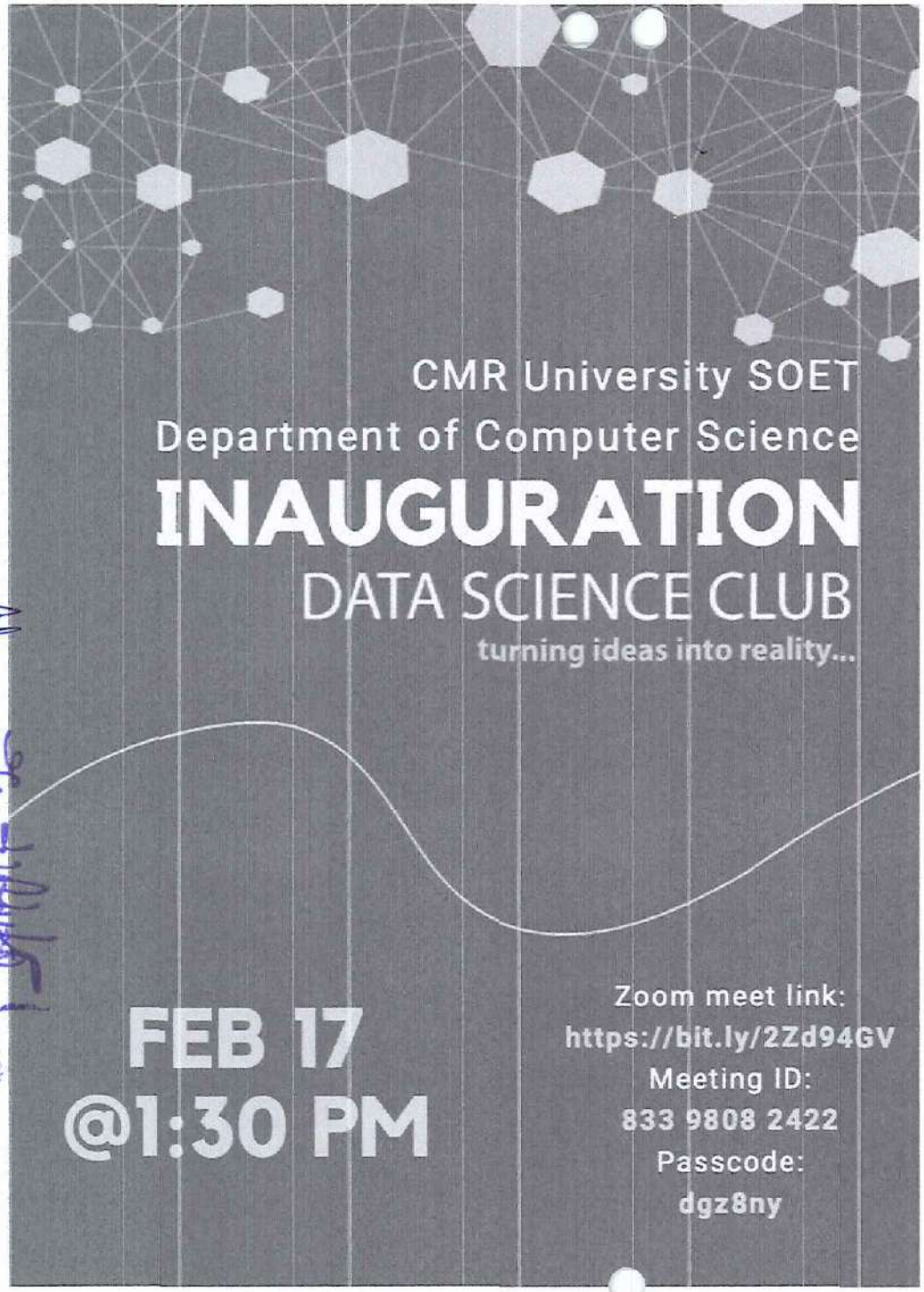
CMR University SOET
Department of Computer Science
INAUGURATION
DATA SCIENCE CLUB
turning ideas into reality...
FEB 17
@1:30 PM
Zoom meet link:
https://bit.ly/2Zd94GV
Meeting ID:
833 9808 2422
Passcode:
dgz8ny

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GPSDR1011: Develop Habits for Lifelong Learning

A. Course Framework

Credits: L-T-P-C: GR		**Syllabus Version: 1.0**
Contact Hours / Week: 4	**Total Contact Hours: 4**	**Level: 100**
Prerequisite: (If applicable)	**NIL**	

Course Learning Objectives:

CLO1: To create an awareness on the significance of lifelong learning.
CLO2: To choose the right habits and enhance their learning skills.
CLO3: To develop the habit of lifelong learning through various practices, tools, and processes.
CLO4: To evaluate the knowledge in building their own confidence to help them in their transition from the Campus to the Corporate world.

Course Outcomes: On successful completion of the course, Students will be able to,

CO1: Understand the concepts for developing lifelong learning habits [Level-1].
CO2: Understand how they can enhance their own passions and work on them systematically [Level-1].
CO3: Demonstrate their own potential in applying the knowledge of lifelong learning to become well rounded corporate professionals [Level-1].

B. Syllabus

Module: 1 Introduction to Lifelong learning Habits **Hours: 2**

1) Understand the importance of lifelong learning
2) Developing and cultivating habits for lifelong learning: Seeking new experiences, developing a passion, embracing change
3) Introduction to different Learning Styles : Visual, Auditory, Kinesthetic, Reading/Writing

Module: 2 Best Practices to build lifelong habits **Hours:2**

1) Introduction to 7 Habits of Highly Effective People applied to Lifelong Learning.
2) Usage of tools like: Time Management, setting SMART goals, staying motivated
3) Overview of the concept “Ikigai” -The Japanese concept to find Purpose of Life

C. References

1. Michael Osborne, Muir Houston & Nuala Toman (Editors). (2007). *The Pedagogy of Lifelong Learning*. Routledge (Taylor & Francis Group).
2. Stephen R Covey (1989). *The 7 Habits of Highly Effective People.* Free Press (USA)

D. Mode of Assessment

Continuous Internal Evaluation (CIE)

E. Scheme of Evaluation

Components: **CIE**

Max Marks **50**

GPSDR1041: Growth Mindset		
A. Course Framework		
Credits: L-T-P-C: GR		**Syllabus Version: 1.0**
Contact Hours / Week: 4	**Total Contact Hours: 4**	**Level: 100**
Prerequisite: (If applicable)	**NIL**	

Course Learning Objectives:

CLO1: To create an awareness on the importance of growth mindset.
CLO2: To develop and understand the mindset and how it can affect professional success and growth.
CLO3: To demonstrate the knowledge on growth mindset through various practices.
CLO4: To build confidence in young adults to help them in their transition from Campus to the Corporate world.

Course Outcomes: On successful completion of the course, Students will be able to,

CO1: Understand the concepts and understanding of mindsets in their daily lives – personally and professionally [Level-1].
CO2: Compare their own areas of strengths and weaknesses with respect their mindset, and work on them systematically [Level-1].
CO3: Demonstrate the knowledge of mindsets and improve their own mindsets to become well rounded corporate professionals [Level-1].

B. Syllabus

Module: 1 Key concepts of Mindset **Hours: 2**

1) Introduction to Growth Mindset: Fixed and Growth Mindset
2) Why and how mindsets are important for personal and professional success
3) Understanding where and how mindsets originate

Module: 2 Growth Mindset habits and practices **Hours: 2**

1) How to deal with failures, setbacks, criticisms, and challenges?
2) Guidelines and practices for developing a growth mindset: Habits to establish and sustain a healthy lifestyle (physical and psychological)
3) Best practices for nurturing growth mindset

C. References

1. Dr Carol Dweck. (2007). *Mindset: The New Psychology of Success*. Random House New York
2. Tony Robbins (1993). *Awaken the Giant Within.* Robbins Research International
3. Robin Sharma (2018). *The 5 AM Club.* Jaico Publishing House

D. Mode of Assessment

Continuous Internal Evaluation (CIE)

E. Scheme of Evaluation

Components: **CIE**

Max Marks **50**

Preparing for Aptitude Tests [UG 2/2]

A. Course Framework **Course code: GPSBA1031**

Credits: L-T-P-C: NA – Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

01: To build competence in aptitude skills (Quantitative, Logical Reasoning, and Verbal Ability).
02: To equip students with skills to ace further studies' tests.
03: To develop problem solving skills essential for employment.
04: To enable students' transit from the Campus to Corporate environment.

Course Outcomes: On successful completion of the course, Students will be able to,

O1: Apply the concepts of averages, mixture and alligation to calculate class /set relationship
O2: Solve problems of permutations and probability
O3: Illustrate their conceptual knowledge of blood relationships
O4: Apply the concepts of coding and decoding to discern specific patterns from given data to solve problems.
O5: Solve problems of binary logic using concepts of contradictions and Trigger Statement Approach
O5: Illustrate their conceptual knowledge of para-jumbled statements
O5: Identify and make use verbal analogies and basics of grammar

B. Syllabus

Module:1: **Hours: 5**

Average, Statistics, Permutation and Combination, Probability

1) Concept and problems based on simple averages
2) Concept and problems based on weighted averages
3) Difference between mean, median and mode
4) Problems based on standard deviation and variance
5) Fundamental Principle of Counting
6) Difference and relationship between Permutations and Combinations
7) Problems based on Linear and Circular arrangement of objects
8) Problems based on arrangement and selection of objects with or without repetition
9) Problems based applications of combinations
10) Understanding terms like random experiment, sample space, compliment, mutually exclusive events and exhaustive events
11) Problems based on coins, dice and cards
12) Problems based on conditional probability

Module:2: **Hours: 5**

Logical Reasoning- Clocks and Calendar, Blood Relationship, Crypt arithmetic

1) Concept of odd days in a calendar
2) Problems based on Clocks
3) To find day of the week given date
4) Puzzles based on Calendar
5) Understanding various terms to define relationships
6) Learn to avoid gender and number assumptions in relationships
7) Learning to create schematic diagram or family tree

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8) Problems based on blood relationship
9) Introduction of Crypt arithmetic
10) Methods to solve Crypt arithmetic problems
11) Crypt arithmetic addition problems

Module:3: **Hours: 5**

Series, Coding and Decoding, , Logical Connectives, Binary Logic

1) Concept of finding the next terms or missing terms in a series
2) Concept of finding odd terms in a series
3) Learning strategies to remember the place value of alphabets
4) Number Series problems based on arithmetic sequence, harmonic sequence, Quadratic sequence, triangular sequence, etc.
5) Problems based on letter series
6) Short puzzles on coding and decoding
7) Crypt arithmetic addition problems
8) Understanding the logical connectors like If-Then, Only If-Then, Either-Or etc.
9) Puzzles based on logical connectors
10) Concept of Truth-tellers, Liars and Alternators

Module:4: **Hours: 5**

Para jumbled Statements, Statements and Conclusions

1) Understanding para jumbles
2) Variations in para jumble questions
3) Tips and tricks to solve para jumble questions
4) Drawing conclusions from the given statements

Module:5: **Hours: 10**

Reading Comprehension, Sentence Correction or Sentence Completion, Spotting Errors

1) Understanding the essentials of Reading Comprehension like fluency and vocabulary
2) Utilizing the three main types of reading - scanning, skimming and in-depth reading
3) Applying strategies in Reading Comprehension, including activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing
4) Strategies for deciding to arrive at the correct answer
5) Understanding the sentence formation and spotting the errors in the sentence

C. References

1. Guha, A. (2016). *Quantitative Aptitude for Competitive Examination*. Tata McGraw-Hill.
2. Wren & Martin. (2017). *High School Grammar and Composition.* S-Chand Publishing.
3. Gupta, A.K. (2016). *Logical and Analytical Reasoning*. Ramesh Publishing House.
4. Aggarwal, R.S. (2017). *Quantitative Aptitude for Competitive Examination*. S-Chand Publishing.

5. Arun Sharma & Meenakshi Upadhyay. (2011). *How to Prepare for Verbal Ability and Reading Comprehension*. McGraw Hill

D. Mode of Assessment

CIE: IAT/ CCE

E. Scheme of Evaluation

GR Courses (PAT / PATL)	IAT	CCE						CIE	SEE	Total
Evaluation	IAT	CCE-1	CCE-2	CCE-3	CCE-4	CCE-5	Total CCE (B to F)	CIE (IAT + CCE) (A + G)	SEE	Grand Total (H + I)
Column Identifier >	A	B	C	D	E	F	G	H	I	J
Max. Marks	NA	10	10	10	10	10	50	50	NA	50

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PRAVEEN R

Preparing for Aptitude Tests [UG-1/3]

A. Course Framework		**Course Code: GPSBA1051**
Credits: L-T-P-C: NA – Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

O1: To build competence in aptitude skills (Quantitative, Logical Reasoning, and Verbal Ability).
O2: To improve upon the aptitude skills of the students to ace such tests in the future.
O3: To develop problem-solving abilities essential for employment.
O4: To support students' transition from Campus to the Corporate environment.

Course Outcomes: On successful completion of the course, Students will be able to,

O1: Determine the calculation techniques for quick calculations and manipulation of numbers.

O2: Apply the concepts of percentages, exponents, ratios, proportions, and averages for computing simple, compound interests and to calculate class /set relationships.

O3: Solve problems of various arrangements (Circular and Linear).

O4: Analyze the different graphs and interpret their specific components by solving problems.

O5: Improve their grasp of English grammar to understand problems relating to verbal ability.

B. Syllabus

Module:1: **Hours: 5**

Calculation Techniques

1) Multiplication techniques- Base method, Vedic multiplication, and Complementary multiplication.
2) Subtraction from 100/1000/10000
3) Multiplication of a number with a series of 9s
4) Multiplication of a number from 11 to 19 and by 111
5) Computing squares, square roots, cube, and cube roots
6) Fraction comparison
7) Percentage calculation (Percentage-Fraction equivalence method)
8) Approximation

Module:2: **Hours: 5**

Number System

1) Classification of numbers
2) Problems based on understanding of divisibility rules
3) Problems in LCM and HCF of natural numbers and fractions
4) Understanding Multiples and factors of numbers
5) Power Cycle concept
6) Remainder theorem and its application

Module:3: **Hours: 5**

Percentage and its Applications, Ratio, Proportion, Variation & Partnership

1) Calculation of percentage and fraction equivalence
2) Percentage change or percentage increment and decrement
3) Problems based on Profit, Loss and Discount
4) Problems based on Simple Interest and Compound Interest
5) Understanding ratios
6) Problems based on compounding of ratios
7) Comparison of ratios
8) Applications based on equal ratios

PRAVEEN R

9) Concepts & problems involving direct, inverse, and joint variation
10) Problems based on the distribution of profits in a partnership

Module:4: **Hours: 10**

Logical Reasoning- Seating Arrangements, Direction Sense and Data Interpretations

1) Understanding the difference between Linear Arrangement and Circular Arrangement
2) Problems based on Linear Arrangement, Circular Arrangement, and Square Arrangement
3) To find the shortest distance between points using Pythagoras
4) To create a schematic diagram based on a description
5) Short puzzles based on direction sense
6) Puzzles based on shadow concept
7) Types of representation of data
8) Interpreting various graphs like lines, pie, bars, tables, etc.

Module:5: **Hours: 5**

Tenses and Articles, Vocabulary

1) Understanding the role of tenses in English grammar
2) 16 tenses in the English language
3) Understanding the formula of all tenses
4) Awareness of rules related to Articles
5) Importance of having a strong vocabulary
6) Understanding the meaning of roots, to derive the meaning of words
7) Knowing the simple ways to improve vocabulary

C. References

1. Guha, A. (2016). *Quantitative Aptitude for Competitive Examination*. Tata McGraw-Hill.
2. Wren & Martin. (2017). *High School Grammar and Composition.* S-Chand Publishing.
3. Gupta, A.K. (2016). *Logical and Analytical Reasoning*. Ramesh Publishing House.
4. Aggarwal, R.S. (2017). *Quantitative Aptitude for Competitive Examination*. S-Chand Publishing.
5. Arun Sharma & Meenakshi Upadhyay. (2011). *How to Prepare for Verbal Ability and Reading Comprehension*. McGraw Hill

D. Mode of Assessment

CIE: IAT/CCE

E. Scheme of Evaluation

GR Courses (PAT / PATL)	IAT	CCE						CIE	SEE	Total
Evaluation	IAT	CCE-1	CCE-2	CCE-3	CCE-4	CCE-5	Total CCE (B to F)	CIE (IAT + CCE) (A + G)	SEE	Grand Total (H + I)
Column Identifier >	A	B	C	D	E	F	G	H	I	J
Max. Marks	NA	10	10	10	10	10	50	50	NA	**50**

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PRAVEEN R

Common Core

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Preparing for Aptitude Tests [UG-1/3]

A. Course Framework		**Course Code: GPSBA1051**
Credits: L-T-P-C: NA – Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

O1: To build competence in aptitude skills (Quantitative, Logical Reasoning, and Verbal Ability).
O2: To improve upon the aptitude skills of the students to ace such tests in the future.
O3: To develop problem-solving abilities essential for employment.
O4: To support students' transition from Campus to the Corporate environment.

Course Outcomes: On successful completion of the course, Students will be able to,

O1: Determine the calculation techniques for quick calculations and manipulation of numbers.

O2: Apply the concepts of percentages, exponents, ratios, proportions, and averages for computing simple, compound interests and to calculate class /set relationships.

O3: Solve problems of various arrangements (Circular and Linear).

O4: Analyze the different graphs and interpret their specific components by solving problems.

O5: Improve their grasp of English grammar to understand problems relating to verbal ability.

B. Syllabus

Module:1: **Hours: 5**

Calculation Techniques

1) Multiplication techniques- Base method, Vedic multiplication, and Complementary multiplication.
2) Subtraction from 100/1000/10000
3) Multiplication of a number with a series of 9s
4) Multiplication of a number from 11 to 19 and by 111
5) Computing squares, square roots, cube, and cube roots
6) Fraction comparison
7) Percentage calculation (Percentage-Fraction equivalence method)
8) Approximation

Module:2: **Hours: 5**

Number System

1) Classification of numbers
2) Problems based on understanding of divisibility rules
3) Problems in LCM and HCF of natural numbers and fractions
4) Understanding Multiples and factors of numbers
5) Power Cycle concept
6) Remainder theorem and its application

Module:3: **Hours: 5**

Percentage and its Applications, Ratio, Proportion, Variation & Partnership

1) Calculation of percentage and fraction equivalence
2) Percentage change or percentage increment and decrement
3) Problems based on Profit, Loss and Discount
4) Problems based on Simple Interest and Compound Interest
5) Understanding ratios
6) Problems based on compounding of ratios
7) Comparison of ratios
8) Applications based on equal ratios

PRAVEEN R

9) Concepts & problems involving direct, inverse, and joint variation
10) Problems based on the distribution of profits in a partnership

Module:4: **Hours: 10**

Logical Reasoning- Seating Arrangements, Direction Sense and Data Interpretations

1) Understanding the difference between Linear Arrangement and Circular Arrangement
2) Problems based on Linear Arrangement, Circular Arrangement, and Square Arrangement
3) To find the shortest distance between points using Pythagoras
4) To create a schematic diagram based on a description
5) Short puzzles based on direction sense
6) Puzzles based on shadow concept
7) Types of representation of data
8) Interpreting various graphs like lines, pie, bars, tables, etc.

Module:5: **Hours: 5**

Tenses and Articles, Vocabulary

1) Understanding the role of tenses in English grammar
2) 16 tenses in the English language
3) Understanding the formula of all tenses
4) Awareness of rules related to Articles
5) Importance of having a strong vocabulary
6) Understanding the meaning of roots, to derive the meaning of words
7) Knowing the simple ways to improve vocabulary

C. References

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4. Aggarwal, R.S. (2017). *Quantitative Aptitude for Competitive Examination*. S-Chand Publishing.
5. Arun Sharma & Meenakshi Upadhyay. (2011). *How to Prepare for Verbal Ability and Reading Comprehension*. McGraw Hill

D. Mode of Assessment

CIE: IAT/CCE

E. Scheme of Evaluation

GR Courses (PAT / PATL)	IAT	CCE						CIE	SEE	Total
Evaluation	IAT	CCE-1	CCE-2	CCE-3	CCE-4	CCE-5	Total CCE (B to F)	CIE (IAT + CCE) (A + G)	SEE	Grand Total (H + I)
Column Identifier >	A	B	C	D	E	F	G	H	I	J
Max. Marks	NA	10	10	10	10	10	50	50	NA	**50**

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PRAVEEN R

Common Core

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Preparing for Aptitude Tests [UG-1/3]

A. Course Framework		**Course Code: GPSBA1051**
Credits: L-T-P-C: NA – Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

O1: To build competence in aptitude skills (Quantitative, Logical Reasoning, and Verbal Ability).
O2: To improve upon the aptitude skills of the students to ace such tests in the future.
O3: To develop problem-solving abilities essential for employment.
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Course Outcomes: On successful completion of the course, Students will be able to,

O1: Determine the calculation techniques for quick calculations and manipulation of numbers.

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O3: Solve problems of various arrangements (Circular and Linear).

O4: Analyze the different graphs and interpret their specific components by solving problems.

O5: Improve their grasp of English grammar to understand problems relating to verbal ability.

B. Syllabus

Module:1: **Hours: 5**

Calculation Techniques

1) Multiplication techniques- Base method, Vedic multiplication, and Complementary multiplication.
2) Subtraction from 100/1000/10000
3) Multiplication of a number with a series of 9s
4) Multiplication of a number from 11 to 19 and by 111
5) Computing squares, square roots, cube, and cube roots
6) Fraction comparison
7) Percentage calculation (Percentage-Fraction equivalence method)
8) Approximation

Module:2: **Hours: 5**

Number System

1) Classification of numbers
2) Problems based on understanding of divisibility rules
3) Problems in LCM and HCF of natural numbers and fractions
4) Understanding Multiples and factors of numbers
5) Power Cycle concept
6) Remainder theorem and its application

Module:3: **Hours: 5**

Percentage and its Applications, Ratio, Proportion, Variation & Partnership

1) Calculation of percentage and fraction equivalence
2) Percentage change or percentage increment and decrement
3) Problems based on Profit, Loss and Discount
4) Problems based on Simple Interest and Compound Interest
5) Understanding ratios
6) Problems based on compounding of ratios
7) Comparison of ratios
8) Applications based on equal ratios

PRAVEEN R

9) Concepts & problems involving direct, inverse, and joint variation
10) Problems based on the distribution of profits in a partnership

Module:4: **Hours: 10**

Logical Reasoning- Seating Arrangements, Direction Sense and Data Interpretations

1) Understanding the difference between Linear Arrangement and Circular Arrangement
2) Problems based on Linear Arrangement, Circular Arrangement, and Square Arrangement
3) To find the shortest distance between points using Pythagoras
4) To create a schematic diagram based on a description
5) Short puzzles based on direction sense
6) Puzzles based on shadow concept
7) Types of representation of data
8) Interpreting various graphs like lines, pie, bars, tables, etc.

Module:5: **Hours: 5**

Tenses and Articles, Vocabulary

1) Understanding the role of tenses in English grammar
2) 16 tenses in the English language
3) Understanding the formula of all tenses
4) Awareness of rules related to Articles
5) Importance of having a strong vocabulary
6) Understanding the meaning of roots, to derive the meaning of words
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2. Wren & Martin. (2017). *High School Grammar and Composition.* S-Chand Publishing.
3. Gupta, A.K. (2016). *Logical and Analytical Reasoning*. Ramesh Publishing House.
4. Aggarwal, R.S. (2017). *Quantitative Aptitude for Competitive Examination*. S-Chand Publishing.
5. Arun Sharma & Meenakshi Upadhyay. (2011). *How to Prepare for Verbal Ability and Reading Comprehension*. McGraw Hill

D. Mode of Assessment

CIE: IAT/CCE

E. Scheme of Evaluation

GR Courses (PAT / PATL)	IAT	CCE						CIE	SEE	Total
Evaluation	IAT	CCE-1	CCE-2	CCE-3	CCE-4	CCE-5	Total CCE (B to F)	CIE (IAT + CCE) (A + G)	SEE	Grand Total (H + I)
Column Identifier >	A	B	C	D	E	F	G	H	I	J
Max. Marks	NA	10	10	10	10	10	50	50	NA	**50**

Rahul 29/05/24

PRAVEEN R

Common Core

Rahul 29/05/24

Preparing for Aptitude Tests [UG-2/3]

A. Course Framework **Course Code: GPSBA1061**

Credits: L-T-P-C: NA – Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

O1: To build competence in aptitude skills (Quantitative, Logical Reasoning, and Verbal Ability).
O2: To improve upon the aptitude skills of the students to ace such tests in the future.
O3: To develop problem-solving abilities essential for employment.
O4: To support students' transition from Campus to the Corporate environment.

Course Outcomes: On successful completion of the course, Students will be able to,

O1: Apply the theory of linear and quadratic equations using methods of equation formation.

O2: Apply the concepts of averages, mixture, and allegation to calculate class /set relationship.

O3: Utilize the concept of work-time-efficiency and distance-time-speed to solve problems.

O4: Examine four types of logical statements to solve puzzles based on syllogisms and apply the concepts of Venn diagrams to solve puzzles using set theory.

O5: Improve their grasp of English grammar to understand problems relating to verbal ability.

O6: Illustrate their conceptual knowledge of para-jumbled statements

B. Syllabus

Module:1: **Hours: 5**

Equations and Average

1) Problems based on Linear equations in 2 variables
2) Problems based on Linear equations in 3 variables
3) Problems based on Ages
4) Problems based on reversing the digits of a 2-digit number or 3-digit number
5) Concept and Problems based on coefficient properties of Linear equations
6) Problems based on quadratic equations and quadratic comparison
7) Concepts and problems based on simple averages
8) Concepts and problems based on weighted averages

Module:2: **Hours: 5**

Mixture, Alligations, and Time and Work

1) Understanding of mixtures and allegation
2) Concept of replacements
3) Problems based on allegation, mixtures, and replacement
4) Understanding the relationship between Time, Efficiency, and Work
5) Problems based on individual efficiency and combined efficiency
6) Understanding concepts of men-days and problems relating to Pipes and Cisterns
7) Problems based on the concept of alternate days

Module:3: **Hours: 5**

Time, Speed, and Distance

1) Understanding the relationship between Time, Speed, and Distance
2) Unit conversion of speed, time, and distance
3) Concept and problems based on Average Speed and Relative Speed
4) Problems based on Trains

PRAVEEN R

5) Problems based on Boats and Streams
6) Problems based on Circular Track
7) Problems based on races

Module:4: **Hours: 10**

Logical Reasoning- Clocks and Calendar, Data Sufficiency, Venn Diagrams, Set theory, Syllogism & Cube

1) Concept of odd days in a calendar
2) Problems based on Clocks
3) To find a day of the week given date
4) Puzzles based on Calendar
5) Concept of data sufficiency
6) Quant and reasoning-based sufficiency problems
7) Visual representation of Venn-Diagram for 2 variables, 3 variables, and 4 variables
8) Learn to name regions of the Venn Diagram
9) Rules associated with filling the regions of a Venn-Diagram
10) Formulae associated with set theory and Venn-Diagram
11) Puzzles based on Venn-Diagrams
12) Understanding 4 Types of Logical Statements
13) Learn to draw Basic Diagrams and Alternate Diagrams.
14) Puzzles based on syllogisms
15) The concept of breaking cubes into identical pieces
16) Concept of building a cube from identical pieces.
17) Segregating the cut pieces of a cube based on faces painted.
18) Puzzles based on cubes

Module:5: **Hours: 5**

Synonyms and Antonyms, Reading Comprehension, Para jumbled Statements

1) Understanding the essentials of Reading Comprehension like fluency and vocabulary
2) Utilizing the three main types of reading - scanning, skimming, and in-depth reading
   Applying strategies in Reading Comprehension, including activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing
3) Understanding para jumbles
4) Variations in para jumble questions
5) Tips and tricks to solve para jumble questions
6) How to learn synonyms and antonyms easily
7) Using the thesaurus for learning
8) Making lists of words and relating them to remember

C. References

1. Guha, A. (2016). *Quantitative Aptitude for Competitive Examination*. Tata McGraw-Hill.
2. Wren & Martin. (2017). *High School Grammar and Composition.* S-Chand Publishing.
3. Gupta, A.K. (2016). *Logical and Analytical Reasoning*. Ramesh Publishing House.
4. Aggarwal, R.S. (2017). *Quantitative Aptitude for Competitive Examination*. S-Chand Publishing.
5. Arun Sharma & Meenakshi Upadhyay. (2011). *How to Prepare for Verbal Ability and Reading Comprehension*. McGraw Hill

Common Core

D. Mode of Assessment

CIE: IAT/CCE

E. Scheme of Evaluation

GR Courses (PAT / PATL)	IAT	CCE						CIE	SEE	Total
Evaluation	IAT	CCE-1	CCE-2	CCE-3	CCE-4	CCE-5	Total CCE (B to F)	CIE (IAT + CCE) (A + G)	SEE	Grand Total (H + I)
Column Identifier >	A	B	C	D	E	F	G	H	I	J
Max. Marks	NA	10	10	10	10	10	50	50	NA	**50**

Rahul. 29/05/24

PRAVEEN R

Preparing for Aptitude Tests [UG-2/3]

A. Course Framework **Course Code: GPSBA1061**

Credits: L-T-P-C: NA – Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

O1: To build competence in aptitude skills (Quantitative, Logical Reasoning, and Verbal Ability).
O2: To improve upon the aptitude skills of the students to ace such tests in the future.
O3: To develop problem-solving abilities essential for employment.
O4: To support students' transition from Campus to the Corporate environment.

Course Outcomes: On successful completion of the course, Students will be able to,

O1: Apply the theory of linear and quadratic equations using methods of equation formation.

O2: Apply the concepts of averages, mixture, and allegation to calculate class /set relationship.

O3: Utilize the concept of work-time-efficiency and distance-time-speed to solve problems.

O4: Examine four types of logical statements to solve puzzles based on syllogisms and apply the concepts of Venn diagrams to solve puzzles using set theory.

O5: Improve their grasp of English grammar to understand problems relating to verbal ability.

O6: Illustrate their conceptual knowledge of para-jumbled statements

B. Syllabus

Module:1: **Hours: 5**

Equations and Average

1) Problems based on Linear equations in 2 variables
2) Problems based on Linear equations in 3 variables
3) Problems based on Ages
4) Problems based on reversing the digits of a 2-digit number or 3-digit number
5) Concept and Problems based on coefficient properties of Linear equations
6) Problems based on quadratic equations and quadratic comparison
7) Concepts and problems based on simple averages
8) Concepts and problems based on weighted averages

Module:2: **Hours: 5**

Mixture, Alligations, and Time and Work

1) Understanding of mixtures and allegation
2) Concept of replacements
3) Problems based on allegation, mixtures, and replacement
4) Understanding the relationship between Time, Efficiency, and Work
5) Problems based on individual efficiency and combined efficiency
6) Understanding concepts of men-days and problems relating to Pipes and Cisterns
7) Problems based on the concept of alternate days

Module:3: **Hours: 5**

Time, Speed, and Distance

1) Understanding the relationship between Time, Speed, and Distance
2) Unit conversion of speed, time, and distance
3) Concept and problems based on Average Speed and Relative Speed
4) Problems based on Trains

PRAVEEN R

5) Problems based on Boats and Streams
6) Problems based on Circular Track
7) Problems based on races

Module:4: **Hours: 10**

Logical Reasoning- Clocks and Calendar, Data Sufficiency, Venn Diagrams, Set theory, Syllogism & Cube

1) Concept of odd days in a calendar
2) Problems based on Clocks
3) To find a day of the week given date
4) Puzzles based on Calendar
5) Concept of data sufficiency
6) Quant and reasoning-based sufficiency problems
7) Visual representation of Venn-Diagram for 2 variables, 3 variables, and 4 variables
8) Learn to name regions of the Venn Diagram
9) Rules associated with filling the regions of a Venn-Diagram
10) Formulae associated with set theory and Venn-Diagram
11) Puzzles based on Venn-Diagrams
12) Understanding 4 Types of Logical Statements
13) Learn to draw Basic Diagrams and Alternate Diagrams.
14) Puzzles based on syllogisms
15) The concept of breaking cubes into identical pieces
16) Concept of building a cube from identical pieces.
17) Segregating the cut pieces of a cube based on faces painted.
18) Puzzles based on cubes

Module:5: **Hours: 5**

Synonyms and Antonyms, Reading Comprehension, Para jumbled Statements

1) Understanding the essentials of Reading Comprehension like fluency and vocabulary
2) Utilizing the three main types of reading - scanning, skimming, and in-depth reading
   Applying strategies in Reading Comprehension, including activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing
3) Understanding para jumbles
4) Variations in para jumble questions
5) Tips and tricks to solve para jumble questions
6) How to learn synonyms and antonyms easily
7) Using the thesaurus for learning
8) Making lists of words and relating them to remember

C. References

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4. Aggarwal, R.S. (2017). *Quantitative Aptitude for Competitive Examination*. S-Chand Publishing.
5. Arun Sharma & Meenakshi Upadhyay. (2011). *How to Prepare for Verbal Ability and Reading Comprehension*. McGraw Hill

Common Core

D. Mode of Assessment

CIE: IAT/CCE

E. Scheme of Evaluation

GR Courses (PAT / PATL)	IAT	CCE						CIE	SEE	Total
Evaluation	IAT	CCE-1	CCE-2	CCE-3	CCE-4	CCE-5	Total CCE (B to F)	CIE (IAT + CCE) (A + G)	SEE	Grand Total (H + I)
Column Identifier >	A	B	C	D	E	F	G	H	I	J
Max. Marks	NA	10	10	10	10	10	50	50	NA	**50**

Rahul. 29/05/24

PRAVEEN R

Preparing for Aptitude Tests [UG-2/3]

A. Course Framework **Course Code: GPSBA1061**

Credits: L-T-P-C: NA – Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

O1: To build competence in aptitude skills (Quantitative, Logical Reasoning, and Verbal Ability).
O2: To improve upon the aptitude skills of the students to ace such tests in the future.
O3: To develop problem-solving abilities essential for employment.
O4: To support students' transition from Campus to the Corporate environment.

Course Outcomes: On successful completion of the course, Students will be able to,

O1: Apply the theory of linear and quadratic equations using methods of equation formation.

O2: Apply the concepts of averages, mixture, and allegation to calculate class /set relationship.

O3: Utilize the concept of work-time-efficiency and distance-time-speed to solve problems.

O4: Examine four types of logical statements to solve puzzles based on syllogisms and apply the concepts of Venn diagrams to solve puzzles using set theory.

O5: Improve their grasp of English grammar to understand problems relating to verbal ability.

O6: Illustrate their conceptual knowledge of para-jumbled statements

B. Syllabus

Module:1: **Hours: 5**

Equations and Average

1) Problems based on Linear equations in 2 variables
2) Problems based on Linear equations in 3 variables
3) Problems based on Ages
4) Problems based on reversing the digits of a 2-digit number or 3-digit number
5) Concept and Problems based on coefficient properties of Linear equations
6) Problems based on quadratic equations and quadratic comparison
7) Concepts and problems based on simple averages
8) Concepts and problems based on weighted averages

Module:2: **Hours: 5**

Mixture, Alligations, and Time and Work

1) Understanding of mixtures and allegation
2) Concept of replacements
3) Problems based on allegation, mixtures, and replacement
4) Understanding the relationship between Time, Efficiency, and Work
5) Problems based on individual efficiency and combined efficiency
6) Understanding concepts of men-days and problems relating to Pipes and Cisterns
7) Problems based on the concept of alternate days

Module:3: **Hours: 5**

Time, Speed, and Distance

1) Understanding the relationship between Time, Speed, and Distance
2) Unit conversion of speed, time, and distance
3) Concept and problems based on Average Speed and Relative Speed
4) Problems based on Trains

PRAVEEN R

5) Problems based on Boats and Streams
6) Problems based on Circular Track
7) Problems based on races

Module:4: **Hours: 10**

Logical Reasoning- Clocks and Calendar, Data Sufficiency, Venn Diagrams, Set theory, Syllogism & Cube

1) Concept of odd days in a calendar
2) Problems based on Clocks
3) To find a day of the week given date
4) Puzzles based on Calendar
5) Concept of data sufficiency
6) Quant and reasoning-based sufficiency problems
7) Visual representation of Venn-Diagram for 2 variables, 3 variables, and 4 variables
8) Learn to name regions of the Venn Diagram
9) Rules associated with filling the regions of a Venn-Diagram
10) Formulae associated with set theory and Venn-Diagram
11) Puzzles based on Venn-Diagrams
12) Understanding 4 Types of Logical Statements
13) Learn to draw Basic Diagrams and Alternate Diagrams.
14) Puzzles based on syllogisms
15) The concept of breaking cubes into identical pieces
16) Concept of building a cube from identical pieces.
17) Segregating the cut pieces of a cube based on faces painted.
18) Puzzles based on cubes

Module:5: **Hours: 5**

Synonyms and Antonyms, Reading Comprehension, Para jumbled Statements

1) Understanding the essentials of Reading Comprehension like fluency and vocabulary
2) Utilizing the three main types of reading - scanning, skimming, and in-depth reading
   Applying strategies in Reading Comprehension, including activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing
3) Understanding para jumbles
4) Variations in para jumble questions
5) Tips and tricks to solve para jumble questions
6) How to learn synonyms and antonyms easily
7) Using the thesaurus for learning
8) Making lists of words and relating them to remember

C. References

1. Guha, A. (2016). *Quantitative Aptitude for Competitive Examination*. Tata McGraw-Hill.
2. Wren & Martin. (2017). *High School Grammar and Composition.* S-Chand Publishing.
3. Gupta, A.K. (2016). *Logical and Analytical Reasoning*. Ramesh Publishing House.
4. Aggarwal, R.S. (2017). *Quantitative Aptitude for Competitive Examination*. S-Chand Publishing.
5. Arun Sharma & Meenakshi Upadhyay. (2011). *How to Prepare for Verbal Ability and Reading Comprehension*. McGraw Hill

Common Core

D. Mode of Assessment

CIE: IAT/CCE

E. Scheme of Evaluation

GR Courses (PAT / PATL)	IAT	CCE						CIE	SEE	Total
Evaluation	IAT	CCE-1	CCE-2	CCE-3	CCE-4	CCE-5	Total CCE (B to F)	CIE (IAT + CCE) (A + G)	SEE	Grand Total (H + I)
Column Identifier >	A	B	C	D	E	F	G	H	I	J
Max. Marks	NA	10	10	10	10	10	50	50	NA	**50**

Rahul. 29/05/24

PRAVEEN R

Preparing for Aptitude Tests [UG-3/3]

A. Course Framework **Course Code: GPSBA1071**

Credits: L-T-P-C: NA – Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

O 1: To build competence in aptitude skills (Quantitative, Logical Reasoning, and Verbal Ability).
O 2: To equip students with skills to ace further studies tests.
O 3: To develop problem-solving skills essential for employment.
O 4: To enable students' transit from the Campus to the Corporate environment.

Course Outcomes: On successful completion of the course, Students will be able to,

O1: Solve problems of permutations and probability

O2: Understand the perimeter and area of 2-dimensional and 3-dimensional objects

O3: Understand the laws of surds and indices to solve problems

O4: Illustrate their conceptual knowledge of blood relationships

O5: Apply the concepts of coding and decoding to discern specific patterns from given data to solve problems.

O6: Solve problems of binary logic using concepts of contradictions and the Trigger Statement Approach
O7: Identify and make use of verbal analogies and basics of grammar

B. Syllabus

Module:1: **Hours: 5**

Permutation and Combination, Probability

1) Fundamental Principle of Counting
2) Difference and relationship between Permutations and Combinations
3) Problems based on Linear and Circular arrangement of objects
4) Problems based on the arrangement and selection of objects with or without repetition
5) Problems-based applications of combinations
6) Understanding terms like a random experiment, sample space, compliment, mutually exclusive events, and exhaustive events
7) Problems based on coins, dice, and cards
8) Problems based on colored balls
9) Problems based on conditional probability

Module:2: **Hours: 5**

Mensuration

1) Learn to find the perimeter, circumference, and area of 2-dimensional geometric objects like triangles, quadrilaterals, and circles, etc.
2) Learn to find the lateral surface area, curved surface area, total surface area, and volume of 3-dimensional solids like cubes, cuboids, cylinders, cones, spheres, etc.

Module:3: **Hours: 5**

Progressions, Statistics, Surds and Indices

1) Difference between AP, GP, and HP
2) Properties associated with AP and GP
3) Problems related to progressions and series
   Difference between mean, median, and mode
   Problems based on standard deviation and variance
   Concepts and problems based on Laws of Indices

PRAVEEN R

Understanding Irrational numbers and Surds
Renationalizing denominator in a Surd
Problems based on Surds

Module:4: **Hours: 10**

Logical Reasoning- Blood Relationship, Series, Coding and Decoding, Crypt arithmetic, Logical Connectives, Binary Logic

1) Understanding various terms to define relationships
2) Learn to avoid gender and number assumptions in relationships
3) Learning to create a schematic diagram or family tree
4) Problems based on blood relationship
5) Concept of finding the next terms or missing terms in a series
6) Concept of finding odd terms in a series
7) Learning strategies to remember the place value of the alphabet
8) Number Series problems based on arithmetic sequence, harmonic sequence, Quadratic sequence, triangular sequence, etc.
9) Problems based on letter series
10) Short puzzles on coding and decoding
11) Introduction of Crypt arithmetic
12) Methods to solve Crypt arithmetic problems
13) Crypt arithmetic addition problems
14) Crypt arithmetic division problems
15) Understanding the logical connectors like If-Then, Only If-Then, Either-Or, etc.
16) Puzzles based on logical connectors
17) Concept of Truth-tellers, Liars, and Alternators
18) Puzzles based on binary logic

Module:5: **Hours: 5**

Verbal Analogies, Sentence Correction or Sentence Completion, Spotting Errors

1) Verbal and non-verbal analogies
2) Discovering the logical connection between words
3) Strategies for deciding to arrive at the correct answer
4) Understanding sentence formation and spotting the errors in the sentence

C. References

1. Guha, A. (2016). *Quantitative Aptitude for Competitive Examination*. Tata McGraw-Hill.
2. Wren & Martin. (2017). *High School Grammar and Composition.* S-Chand Publishing.
3. Gupta, A.K. (2016). *Logical and Analytical Reasoning*. Ramesh Publishing House.
4. Aggarwal, R.S. (2017). *Quantitative Aptitude for Competitive Examination*. S-Chand Publishing.
5. Arun Sharma & Meenakshi Upadhyay. (2011). *How to Prepare for Verbal Ability and Reading Comprehension*. McGraw Hill

Common Core

D. Mode of Assessment

CIE: IAT/CCE

E. Scheme of Evaluation

GR Courses (PAT / PATL)	IAT	CCE						CIE	SEE	Total
Evaluation	IAT	CCE-1	CCE-2	CCE-3	CCE-4	CCE-5	Total CCE (B to F)	CIE (IAT + CCE) (A + G)	SEE	Grand Total (H + I)
Column Identifier >	A	B	C	D	E	F	G	H	I	J
Max. Marks	NA	10	10	10	10	10	50	50	NA	**50**

Rahul. 29/05/24

PRAVEEN R

Preparing for Aptitude Tests [UG- 1/4]		
A. Course Framework		**Course Code: GPSBA1081**
Credits: L-T-P-C: NA – Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

O1: To build competence in aptitude skills (Quantitative, Logical Reasoning, and Verbal Ability).
O2: To improve upon the aptitude skills of the students to ace such tests in the future.
O3: To develop problem-solving abilities essential for employment.
O4: To support students' transition from Campus to the Corporate environment.

Course Outcomes: On successful completion of the course, Students will be able to,

O1: Understand how to use calculation techniques for quick calculations and manipulation of numbers. [Level-1]

O2: Understand the number theory to solve problems. [Level-1]

O3: Understand the concepts of percentages and exponents for computing simple and compound interests. [Level-1]

O3: Understand how to solve problems of various arrangements (Circular and Linear). [Level-1]

O4: Understand distributive arrangements that adhere to the given parameters. [Level-1]

O5: Understand English grammar to solve problems relating to verbal ability. [Level-1]

B. Syllabus

Module:1: **Hours: 5**

Calculation Techniques

1) Multiplication techniques- Base method, Vedic multiplication, and Complementary multiplication.
2) Subtraction from 100/1000/10000
3) Multiplication of a number with a series of 9s
4) Multiplication of a number from 11 to 19 and by 111
5) Computing squares, square roots, cube, and cube roots
6) Fraction comparison
7) Percentage calculation (Percentage-Fraction equivalence method)
8) Approximation

Module:2: **Hours: 6**

Number System

1) Classification of numbers
2) Problems based on understanding of divisibility rules
3) Problems in LCM and HCF of natural numbers and fractions
4) Understanding Multiples and factors of a number
5) Power Cycle concept
6) Remainder theorem and its application

Module:3:
Hours: 4

Percentage and its Applications

1) Calculation of percentage and fraction equivalence
2) Percentage change or percentage increment and decrement
3) Problems based on Profit, Loss and Discount
4) Problems based on Simple Interest and Compound Interest

Module:4: **Hours: 10**

Common Core

Logical Reasoning- Seating Arrangements, Direction Sense and Data Interpretations

1) Understanding the difference between Linear Arrangement and Circular Arrangement
2) Problems based on Linear Arrangement, Circular Arrangement, and Square Arrangement
3) To find the shortest distance between points using Pythagoras
4) To create a schematic diagram based on a description
5) Short puzzles based on direction sense
6) Puzzles based on shadow concept
7) Types of representation of data
8) Interpreting various graphs like lines, pie, bars, tables, etc.

Module:5: **Hours: 5**

Tenses and Articles

1) Understanding the role of tenses in English grammar
2) 16 tenses in the English language
3) Understanding the formula of all tenses
4) Awareness of rules related to Articles

C. References

1. Guha, A. (2016). *Quantitative Aptitude for Competitive Examination*. Tata McGraw-Hill.
2. Wren & Martin. (2017). *High School Grammar and Composition.* S-Chand Publishing.
3. Gupta, A.K. (2016). *Logical and Analytical Reasoning*. Ramesh Publishing House.
4. Aggarwal, R.S. (2017). *Quantitative Aptitude for Competitive Examination*. S-Chand Publishing.
5. Arun Sharma & Meenakshi Upadhyay. (2011). *How to Prepare for Verbal Ability and Reading Comprehension*. McGraw Hill

D. Mode of Assessment

CIE: IAT /CCE

E . Scheme of Evaluation

GR Courses (PAT / PATL)	IAT	CCE						CIE	SEE	Total
Evaluation	IAT	CCE-1	CCE-2	CCE-3	CCE-4	CCE-5	Total CCE (B to F)	CIE (IAT + CCE) (A + G)	SEE	Grand Total (H + I)
Column Identifier >	A	B	C	D	E	F	G	H	I	J
Max. Marks	NA	10	10	10	10	10	50	50	NA	**50**

Rahul. 29/05/24

PRAVEEN R

Preparing for Aptitude Tests [UG-2/4]		
A. Course Framework		**Course Code: GPSBA1091**
Credits: L-T-P-C: NA – Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

O1: To build competence in aptitude skills (Quantitative, Logical Reasoning, and Verbal Ability).
O2: To improve upon the aptitude skills of the students to ace such tests in the future.
O3: To develop problem-solving abilities essential for employment.
O4: To support students' transition from Campus to the Corporate environment.

Course Outcomes: On successful completion of the course, Students will be able to,

O1: Understand the concepts of ratio, proportions, and averages to calculate class/set relationships. [Level-1]

O2: Understand the theory of linear and quadratic equations using methods of equation formation. [Level-1]

O3: Understand how to solve problems relating to equations, averages, mixtures, and alligations. [Level-1]

O4: Understand about the sufficiency of data and interpret its specific components by solving problems. [Level-1]

O5: Understand the four types of logical statements to solve puzzles based on syllogisms and apply the concepts of Venn diagrams to solve puzzles using set theory. [Level-1]

O6: Understand the importance of vocabulary, synonyms & antonyms to solve problems relating to verbal ability. [Level-1]

B. Syllabus

Module:1: **Hours: 6**

Ratio, Proportion, Variation & Partnership

1) Understanding ratios
2) Problems based on the compounding of ratios.
3) Comparison of ratios
4) Applications based on equal ratios.
5) Concepts & problems involving direct, inverse, and joint variation.
6) Problems based on the distribution of profits in a partnership

Module:2: **Hours: 6**

Equations

1) Problems based on Linear equations in 2 variables.
2) Problems based on Linear equations in 3 variables.
3) Problems based on Ages
4) Problems based on reversing the digits of a 2-digit number or 3-digit number.
5) Concept and Problems based on coefficient properties of Linear equations.
6) Problems based on quadratic equations and quadratic comparison

Module:3: **Hours: 3**

Average, Mixture, and Alligations

1) Concepts and problems based on simple averages
2) Concepts and problems based on weighted averages
3) Understanding of mixtures and allegation
4) Concept of replacements
5) Problems based on allegation, mixtures, and replacement

PRAVEEN R

Common Core

Module:4: **Hours: 10**

Logical Reasoning- Data Sufficiency, Venn Diagrams, Set theory, Syllogism & Cube

1) Concept of data sufficiency
2) Quant and reasoning-based sufficiency problems
3) Visual representation of Venn-Diagram for 2 variables, 3 variables, and 4 variables
4) Learn to name regions of the Venn Diagram
5) Rules associated with filling the regions of a Venn-Diagram
6) Formulae associated with set theory and Venn-Diagram
7) Puzzles based on Venn-Diagrams
8) Understanding 4 Types of Logical Statements
9) Learn to draw Basic Diagrams and Alternate Diagrams.
10) Puzzles based on syllogisms
11) The concept of breaking cubes into identical pieces
12) Concept of building a cube from identical pieces.
13) Segregating the cut pieces of a cube based on faces painted.
14) Puzzles based on cubes

Module:5: **Hours: 5**

Vocabulary, Synonyms, and Antonyms

1) Importance of having a strong vocabulary
2) Understanding the meaning of roots, to derive the meaning of words
3) Knowing the simple ways to improve vocabulary
4) How to learn synonyms and antonyms easily
5) Using the thesaurus for learning
6) Making lists of words and relating them to remember

C. References

1. Guha, A. (2016). *Quantitative Aptitude for Competitive Examination*. Tata McGraw-Hill.
2. Wren & Martin. (2017). *High School Grammar and Composition.* S-Chand Publishing.
3. Gupta, A.K. (2016). *Logical and Analytical Reasoning*. Ramesh Publishing House.
4. Aggarwal, R.S. (2017). *Quantitative Aptitude for Competitive Examination*. S-Chand Publishing.
5. Arun Sharma & Meenakshi Upadhyay. (2011). *How to Prepare for Verbal Ability and Reading Comprehension*. McGraw Hill

D. Mode of Assessment

CIE: IAT/CCE

E. Scheme of Evaluation

GR Courses (PAT / PATL)	IAT	CCE						CIE	SEE	Total
Evaluation	IAT	CCE-1	CCE-2	CCE-3	CCE-4	CCE-5	Total CCE (B to F)	CIE (IAT + CCE) (A + G)	SEE	Grand Total (H + I)
Column Identifier >	A	B	C	D	E	F	G	H	I	J
Max. Marks	NA	10	10	10	10	10	50	50	NA	50

Rahul. 29/05/24

PRAVEEN R

Common Core

Rahul. 29/05/24

PRAVEEN R

Preparing for Aptitude Tests [PG-1/2]		
A. Course Framework		**Course Code: GPSBA1121**
Credits: L-T-P-C: NA – Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**None**	

Course Learning Objectives:

O1: To build competence in aptitude skills (Quantitative, Logical Reasoning, and Verbal Ability).
O2: To improve upon the aptitude skills of the students to ace such tests in the future.
O3: To develop problem-solving abilities essential for employment.
O4: To support students' transition from Campus to the Corporate environment.

Course Outcomes: On successful completion of the course, Students will be able to,

O1: Understand to use of calculation techniques for quick calculations and manipulation of numbers. [Level-1]

O2: Understand the concepts of percentages, exponents, ratios, proportions, and averages for computing simple, compound interests and calculating class /set relationships. [Level-1]

O3: Understand the theory of linear and quadratic equations using methods of equation formation. [Level-1]

O3: Understand the concepts of averages, mixture, and alligations to calculate class /set relationships. [Level-1]

O4: Understand how to solve problems of various arrangements (Circular and Linear). [Level-1]

O4: Understand how to analyze the sufficiency of data and interpret its specific components by solving problems. [Level-1]

O4: Understand the four types of logical statements to solve puzzles based on syllogisms and apply the concepts of Venn diagrams to solve puzzles using set theory. [Level-1]

O5: Understand and improve their grasp of English grammar to understand problems relating to verbal ability. [Level-1]

B. Syllabus

Module:1: **Hours: 6**

Calculation Techniques, Number System

1) Multiplication techniques- Base method, Vedic multiplication, and Complementary multiplication.
2) Subtraction from 100/1000/10000
3) Multiplication of a number with a series of 9s
4) Multiplication of a number from 11 to 19 and by 111
5) Computing squares, square roots, cube, and cube roots
6) Fraction comparison
7) Percentage calculation (Percentage-Fraction equivalence method)
8) Approximation
9) Classification of numbers
10) Problems based on understanding of divisibility rules
11) Problems in LCM and HCF of natural numbers and fractions
12) Understanding Multiples and factors of a number
13) Power Cycle concept
14) Remainder theorem and its application

Module:2: **Hours: 5**

Percentage and its Applications, Ratio, Proportion, Variation & Partnership,

1) Calculation of percentage and fraction equivalence
2) Percentage change or percentage increment and decrement
3) Problems based on Profit, Loss and Discount
4) Problems based on Simple Interest and Compound Interest
5) Understanding ratios

6) Problems based on compounding of ratios.
7) Comparison of ratios
8) Applications based on equal ratios.
9) Concepts & problems involving direct, inverse, and joint variation.
10) Problems based on the distribution of profits in a partnership.

Module:3: **Hours: 4**

Equations, Average, Mixture, and Alligations

1) Problems based on Linear equations in 2 variables.
2) Problems based on Linear equations in 3 variables.
3) Problems based on Ages.
4) Problems based on reversing the digits of a 2-digit number or 3-digit number.
5) Concept and Problems based on coefficient properties of Linear equations.
6) Problems based on quadratic equations and quadratic comparison.
7) Concept and problems based on simple averages.
8) Concept and problems based on weighted averages.
9) Understanding of mixtures and allegation
10) Concept of replacements
11) Problems based on allegation, mixtures, and replacement.

Module:4: **Hours: 10**

Logical Reasoning- Seating Arrangements, Direction Sense and Data Interpretations, Data Sufficiency, Venn Diagrams, Set theory, Syllogism & Cube.

1) Understanding the difference between Linear Arrangement and Circular Arrangement
2) Problems based on Linear Arrangement, Circular Arrangement, and Square Arrangement
3) To find the shortest distance between points using Pythagoras
4) To create a schematic diagram based on a description.
5) Short puzzles based on direction sense.
6) Puzzles based on shadow concept.
7) Types of representation of data
8) Interpreting various graphs like line, pie, bar, table, etc.
9) Concept of data sufficiency
10) Quant and reasoning-based sufficiency problems
11) Visual representation of Venn-Diagram for 2 variables, 3 variables, and 4 variables
12) Learn to name regions of Venn-Diagram.
13) Rules associated with filling the regions of a Venn diagram.
14) Formulae associated with set theory and Venn-Diagram.
15) Puzzles based on Venn diagrams.
16) Understanding 4 Types of Logical Statements
17) Learn to draw Basic Diagrams and Alternate Diagrams.
18) Puzzles based on syllogisms.
19) The concept of breaking cubes into identical pieces
20) Concept of building a cube from identical pieces.
21) Segregating the cut pieces of a cube based on faces painted.
22) Puzzles based on cubes

Common Core

Module:5: **Hours: 5**

Tenses and Articles, Vocabulary, Synonyms and Antonyms

1) Understanding the role of tenses in English grammar
2) 16 tenses in the English language
3) Understanding the formula of all tenses
4) Awareness of rules related to Articles.
5) Importance of having a strong vocabulary.
6) Understanding the meaning of roots, to derive the meaning of words.
7) Knowing the simple ways to improve the vocabulary.
8) How to learn synonyms and antonyms easily.
9) Using the thesaurus for learning
10) Making lists of words and relating them to remember

C. References

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2. Wren & Martin. (2017). *High School Grammar and Composition.* S-Chand Publishing.
3. Gupta, A.K. (2016). *Logical and Analytical Reasoning*. Ramesh Publishing House.
4. Aggarwal, R.S. (2017). *Quantitative Aptitude for Competitive Examination*. S-Chand Publishing.
5. Arun Sharma & Meenakshi Upadhyay. (2011). *How to Prepare for Verbal Ability and Reading Comprehension*. McGraw Hill

D. Mode of Assessment

CIE: IAT /CCE

E. Scheme of Evaluation

GR Courses (PAT / PATL)	IAT	CCE						CIE	SEE	Total
Evaluation	IAT	CCE-1	CCE-2	CCE-3	CCE-4	CCE-5	Total CCE (B to F)	CIE (IAT + CCE) (A + G)	SEE	Grand Total (H + I)
Column Identifier >	A	B	C	D	E	F	G	H	I	J
Max. Marks	NA	10	10	10	10	10	50	50	NA	**50**

Rahul. 29/05/24

PRAVEEN R

Preparing for Aptitude Tests [PG-1/2]		
A. Course Framework		**Course Code: GPSBA1121**
Credits: L-T-P-C: NA – Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**None**	

Course Learning Objectives:

O1: To build competence in aptitude skills (Quantitative, Logical Reasoning, and Verbal Ability).
O2: To improve upon the aptitude skills of the students to ace such tests in the future.
O3: To develop problem-solving abilities essential for employment.
O4: To support students' transition from Campus to the Corporate environment.

Course Outcomes: On successful completion of the course, Students will be able to,

O1: Understand to use of calculation techniques for quick calculations and manipulation of numbers. [Level-1]

O2: Understand the concepts of percentages, exponents, ratios, proportions, and averages for computing simple, compound interests and calculating class /set relationships. [Level-1]

O3: Understand the theory of linear and quadratic equations using methods of equation formation. [Level-1]

O3: Understand the concepts of averages, mixture, and alligations to calculate class /set relationships. [Level-1]

O4: Understand how to solve problems of various arrangements (Circular and Linear). [Level-1]

O4: Understand how to analyze the sufficiency of data and interpret its specific components by solving problems. [Level-1]

O4: Understand the four types of logical statements to solve puzzles based on syllogisms and apply the concepts of Venn diagrams to solve puzzles using set theory. [Level-1]

O5: Understand and improve their grasp of English grammar to understand problems relating to verbal ability. [Level-1]

B. Syllabus

Module:1: **Hours: 6**

Calculation Techniques, Number System

1) Multiplication techniques- Base method, Vedic multiplication, and Complementary multiplication.
2) Subtraction from 100/1000/10000
3) Multiplication of a number with a series of 9s
4) Multiplication of a number from 11 to 19 and by 111
5) Computing squares, square roots, cube, and cube roots
6) Fraction comparison
7) Percentage calculation (Percentage-Fraction equivalence method)
8) Approximation
9) Classification of numbers
10) Problems based on understanding of divisibility rules
11) Problems in LCM and HCF of natural numbers and fractions
12) Understanding Multiples and factors of a number
13) Power Cycle concept
14) Remainder theorem and its application

Module:2: **Hours: 5**

Percentage and its Applications, Ratio, Proportion, Variation & Partnership,

1) Calculation of percentage and fraction equivalence
2) Percentage change or percentage increment and decrement
3) Problems based on Profit, Loss and Discount
4) Problems based on Simple Interest and Compound Interest
5) Understanding ratios

6) Problems based on compounding of ratios.
7) Comparison of ratios
8) Applications based on equal ratios.
9) Concepts & problems involving direct, inverse, and joint variation.
10) Problems based on the distribution of profits in a partnership.

Module:3: **Hours: 4**

Equations, Average, Mixture, and Alligations

1) Problems based on Linear equations in 2 variables.
2) Problems based on Linear equations in 3 variables.
3) Problems based on Ages.
4) Problems based on reversing the digits of a 2-digit number or 3-digit number.
5) Concept and Problems based on coefficient properties of Linear equations.
6) Problems based on quadratic equations and quadratic comparison.
7) Concept and problems based on simple averages.
8) Concept and problems based on weighted averages.
9) Understanding of mixtures and allegation
10) Concept of replacements
11) Problems based on allegation, mixtures, and replacement.

Module:4: **Hours: 10**

Logical Reasoning- Seating Arrangements, Direction Sense and Data Interpretations, Data Sufficiency, Venn Diagrams, Set theory, Syllogism & Cube.

1) Understanding the difference between Linear Arrangement and Circular Arrangement
2) Problems based on Linear Arrangement, Circular Arrangement, and Square Arrangement
3) To find the shortest distance between points using Pythagoras
4) To create a schematic diagram based on a description.
5) Short puzzles based on direction sense.
6) Puzzles based on shadow concept.
7) Types of representation of data
8) Interpreting various graphs like line, pie, bar, table, etc.
9) Concept of data sufficiency
10) Quant and reasoning-based sufficiency problems
11) Visual representation of Venn-Diagram for 2 variables, 3 variables, and 4 variables
12) Learn to name regions of Venn-Diagram.
13) Rules associated with filling the regions of a Venn diagram.
14) Formulae associated with set theory and Venn-Diagram.
15) Puzzles based on Venn diagrams.
16) Understanding 4 Types of Logical Statements
17) Learn to draw Basic Diagrams and Alternate Diagrams.
18) Puzzles based on syllogisms.
19) The concept of breaking cubes into identical pieces
20) Concept of building a cube from identical pieces.
21) Segregating the cut pieces of a cube based on faces painted.
22) Puzzles based on cubes

Common Core

Module:5: **Hours: 5**

Tenses and Articles, Vocabulary, Synonyms and Antonyms

1) Understanding the role of tenses in English grammar
2) 16 tenses in the English language
3) Understanding the formula of all tenses
4) Awareness of rules related to Articles.
5) Importance of having a strong vocabulary.
6) Understanding the meaning of roots, to derive the meaning of words.
7) Knowing the simple ways to improve the vocabulary.
8) How to learn synonyms and antonyms easily.
9) Using the thesaurus for learning
10) Making lists of words and relating them to remember

C. References

1. Guha, A. (2016). *Quantitative Aptitude for Competitive Examination*. Tata McGraw-Hill.
2. Wren & Martin. (2017). *High School Grammar and Composition.* S-Chand Publishing.
3. Gupta, A.K. (2016). *Logical and Analytical Reasoning*. Ramesh Publishing House.
4. Aggarwal, R.S. (2017). *Quantitative Aptitude for Competitive Examination*. S-Chand Publishing.
5. Arun Sharma & Meenakshi Upadhyay. (2011). *How to Prepare for Verbal Ability and Reading Comprehension*. McGraw Hill

D. Mode of Assessment

CIE: IAT /CCE

E. Scheme of Evaluation

GR Courses (PAT / PATL)	IAT	CCE						CIE	SEE	Total
Evaluation	IAT	CCE-1	CCE-2	CCE-3	CCE-4	CCE-5	Total CCE (B to F)	CIE (IAT + CCE) (A + G)	SEE	Grand Total (H + I)
Column Identifier >	A	B	C	D	E	F	G	H	I	J
Max. Marks	NA	10	10	10	10	10	50	50	NA	**50**

Rahul. 29/05/24

PRAVEEN R

Preparing for Aptitude Tests [PG-2/2]

A. Course Framework **Course Code: GPSBA1131**

Credits: L-T-P-C: NA – Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

01: To build competence in aptitude skills (Quantitative, Logical Reasoning, and Verbal Ability).
02: To equip students with skills to ace further studies tests.
03: To develop problem-solving skills essential for employment.
04: To enable students' transit from the Campus to the Corporate environment.

Course Outcomes: On successful completion of the course, Students will be able to,

O1: Understand the concept of work-time-efficiency and distance-time-speed to solve problems. [Level-1]
O2: Understand how to solve problems of permutations and probability. [Level-1]
O3: Understand the perimeter and area of 2-dimensional and 3-dimensional objects. [Level-1]
O4: Understand the laws of surds and indices to solve problems. [Level-1]
O5: Understand the conceptual knowledge of blood relationships. [Level-1]
O6: Understand the concepts of coding and decoding to discern specific patterns from given data to solve problems. [Level-1]
07: Understand how to solve problems of binary logic using concepts of contradictions and the Trigger Statement Approach. [Level-1]
O8: Understand the concepts involved in para-jumbled statements. [Level-1]
09: Understand how to make use of verbal analogies and the basics of grammar. [Level-1]

B. Syllabus

Module:1: **Hours: 6**

Time and Work, Time, Speed and Distance, Progressions

1) Understanding the relationship between Time, Efficiency, and Work
2) Problems based on individual efficiency and combined efficiency
3) Understanding concepts of men-days and problems relating to Pipes and Cisterns
4) Problems based on the concept of alternate days
5) Understanding the relationship between Time, Speed, and Distance
6) Unit conversion of speed, time, and distance
7) Concept and problems based on Average Speed and Relative Speed
8) Problems based on Trains
9) Problems based on Boats and Streams
10) Problems based on Circular Track
11) Problems based on races
12) Difference between AP, GP, and HP
13) Properties associated with AP and GP
14) Problems related to progressions and series

Module:2: **Hours: 6**

Permutation and Combination, Probability and Mensuration

1) Fundamental Principle of Counting
2) Difference and relationship between Permutations and Combinations
3) Problems based on Linear and Circular arrangement of objects

4) Problems based on the arrangement and selection of objects with or without repetition
5) Problems based on applications of combinations.
6) Understanding terms like a random experiment, sample space, compliment, mutually exclusive events, and exhaustive events
7) Problems based on coins, dice, and cards
8) Problems based on colored balls
9) Problems based on conditional probability
10) Learn to find the perimeter, circumference, and area of 2-dimensional geometric objects like triangles, quadrilaterals, and circles, etc.
11) Learn to find the lateral surface area, curved surface area, total surface area, and volume of 3-dimensional solids like cubes, cuboids, cylinders, cones, spheres, etc.

Module:3: **Hours: 3**

Statistics, Surds, and Indices

1) Difference between mean, median, and mode
2) Problems based on standard deviation and variance
3) Concepts and problems based on Laws of Indices
4) Understanding Irrational numbers and Surds
5) Renationalizing denominator in a Surd
6) Problems based on Surds

Module:4: **Hours: 10**

Logical Reasoning- Clocks and Calendar, Blood Relationship, Series, Coding and Decoding, Crypt arithmetic, Logical Connectives, Binary Logic

1) Concept of odd days in a calendar
2) Problems based on Clocks
3) To find the day of the week given the date
4) Puzzles based on Calendar
5) Understanding various terms to define relationships
6) Learn to avoid gender and number assumptions in relationships
7) Learning to create a schematic diagram or family tree
8) Problems based on blood relationship
9) Concept of finding the next terms or missing terms in a series
10) Concept of finding odd terms in a series
11) Learning strategies to remember the place value of the alphabet
12) Number Series problems based on arithmetic sequence, harmonic sequence, Quadratic sequence, triangular sequence, etc.
13) Problems based on letter series
14) Short puzzles on coding and decoding
15) Introduction to Crypt arithmetic
16) Methods to solve Crypt arithmetic problems
17) Crypt arithmetic addition problems
18) Crypt arithmetic division problems
19) Understanding the logical connectors like If-Then, Only If-Then, Either-Or, etc.
20) Puzzles based on logical connectors

21) Concept of Truth-tellers, Liars, and Alternators
22) Puzzles based on binary logic

Module:5: **Hours: 5**

Reading Comprehension, Para jumbled Statements, Verbal Analogies, Sentence Correction or Sentence Completion, Spotting Errors

1) Understanding the essentials of Reading Comprehension like fluency and vocabulary
2) Utilizing the three main types of reading - scanning, skimming, and in-depth reading
   Applying strategies in Reading Comprehension, including activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing
3) Understanding para jumbles
4) Variations in para jumble questions
5) Tips and tricks to solve para jumble questions
6) Verbal and non-verbal analogies
7) Discovering the logical connection between words
8) Strategies for deciding to arrive at the correct answer
9) Understanding sentence formation and spotting the errors in the sentence

C. References

1. Guha, A. (2016). *Quantitative Aptitude for Competitive Examination*. Tata McGraw-Hill.
2. Wren & Martin. (2017). *High School Grammar and Composition.* S-Chand Publishing.
3. Gupta, A.K. (2016). *Logical and Analytical Reasoning*. Ramesh Publishing House.
4. Aggarwal, R.S. (2017). *Quantitative Aptitude for Competitive Examination*. S-Chand Publishing.
5. Arun Sharma & Meenakshi Upadhyay. (2011). *How to Prepare for Verbal Ability and Reading Comprehension*. McGraw Hill

D. Mode of Assessment

CIE: IAT/CCE

E. Scheme of Evaluation

GR Courses (PAT / PATL)	IAT	CCE						CIE	SEE	Total
Evaluation	IAT	CCE-1	CCE-2	CCE-3	CCE-4	CCE-5	Total CCE (B to F)	CIE (IAT + CCE) (A + G)	SEE	Grand Total (H + I)
Column Identifier >	A	B	C	D	E	F	G	H	I	J
Max. Marks	NA	10	10	10	10	10	50	50	NA	**50**

Rahul. 29/05/24

PRAVEEN R

GPSBD1011 : Choose the right mentors

A. Course Framework

Credits: L-T-P-C: GR		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

1: To create an awareness on the significance of choosing the right mentors in life.
2: To build the requisite qualities to be a good mentee.
3: To apply the knowledge in choosing the right mentor for personal and professional success.
4: To construct confidence in young adults, in their transition from the Campus to the Corporate world.

Course Outcomes: On successful completion of the course, Students will be able to,

the right mentor more consciously [Level-1].
CO2: Compare their own personal areas of strengths and weaknesses, and work on them systematically in being a good mentee [Level-1].
CO3: Demonstrate how to become successful professionals with the help of the right mentors [Level-1].

B. Syllabus

Module: 1 Fundamental Concepts of Mentor, Mentee, and Mentoring Hours: 15

1) Introduction to the concept of mentoring
2) Types of mentoring; Benefits of being mentored.
3) Importance of a mentor for personal and professional success
4) Qualities, traits and characteristics of a right mentor: things to look for while choosing the right mentor.
5) Step-by-step process of identifying, establishing a connect and interacting with mentors – pre-mentoring discussions, mentoring relationship

Module: 2 Being a Good Mentee Hours: 15

1) Qualities of a good mentee – Checklist to be shared as a handout
2) Mentor as a role model, advocate, career counsellor.
3) Utilizing the right mentoring leads to productive and successful professionals
4) Understanding the roles and responsibilities of mentor-mentee & their relationship.

C. References

1. Florence M. Stone. (2009). *Coaching, Counselling & Mentoring: How to Choose & Use the Right Technique to Boost Employee Performance*. AMACOM, USA
2. Gin Burda. (2020*). How to Choose a Mentor*. Amazon Kindle Books

D. Mode of Assessment

CIE:IAT/CCE

E.Scheme of Evaluation

GR Courses (Others)	IAT	CCE		CIE	SEE	Total
Evaluation	IAT	CCE-1	Total CCE (B)	CIE (IAT + CCE) (A + C)	SEE	Grand Total (D + E)
Column Identifier >	A	B	C	D	E	F
Max. Marks	NA	50	50	50	NA	50

Common Core

GPSBD1021 : Create a Resume		
A. Course Framework		
Credits: L-T-P-C: NA - Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	
Course Learning Objectives:		
1: Illustrate how to compose a professional Resume 2: Categorize different types of resumes 3: Modify resume for different job applications		
Course Outcomes: On successful completion of the course, Students will be able to:		
1: [Level2] Evaluate and Identify the purpose of a resume 2: [Level 3] Utilise the resume writing skills to write credible objectives, summary sections, accomplishments, and describe their competencies 3: [Level 6] Enhance and formulate a strong resume to highlight their skills and field of interests		
B. Syllabus		
Learn to Draft a Resume		
1. Though there is no one right way to draft one's Resume, there are many ways to make it look and sound impressive to the reader 2. Importance of content versus formatting, in a Resume 3. Prioritizing information presented in a Resume, to make the strengths of the candidate stand out 4. Editing and proofreading a Resume mercilessly, to reduce the fluff, and understanding what is 'less is more in a Resume'		
C. References		
1. Lisa McGrimmon. (2015). *The Resume Writing Guide*. Create Space Publishing.		
D. Mode of Assessment		
CIE:IAT/CCE		

PRAVEEN R

E.Scheme of Evaluation

GR Courses (Others)	IAT	CCE		CIE	SEE	Total
Evaluation	IAT	CCE-1	Total CCE (B)	CIE (IAT + CCE) (A + C)	SEE	Grand Total (D + E)
Column Identifier >	A	B	C	D	E	F
Max. Marks	NA	50	50	50	NA	**50**

GPSBD1031 : Develop Social and Emotional Intelligence		
A. Course Framework		
Credits: L-T-P-C: NA - Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

1: To create an awareness on the importance of developing emotional and social intelligence.
2: To relate how social and emotional intelligence helps in enhancing their professional success.
3: To demonstrate these skills through various practices, methods and activities.

Course Outcomes: On successful completion of the course, Students will be able to,

1: Understand the concepts of social and emotional intelligence [Level-1].
2: Compare and relate their own areas of strengths and weaknesses with respect to social and emotional intelligence, and work on improving them systematically [Level-1].
3: Outline their own social and emotional intelligence road maps with the knowledge shared for professional success [Level-1].

B. Syllabus

Module: 1 Understanding Emotional And Social Intelligence Hours: 15

1) Introduction to developing social and emotional intelligence
2) Why and how these skills determine personal and professional success
3) Concepts of emotional and social intelligence: understanding emotions, emotional hijacking, the emotional brain, roots of empathy, Daniel Goleman's theories

Module: 2 Enhancing Emotional Intelligence Hours: 15

1) Activities to understand self: how does EQ affect one's performance in the professional world; Know Thyself
2) Activities to understand the underlying concepts of EQ and enhance the EQ
3) Understanding to leverage the learnings on emotional and social intelligence for personal and professional success

C. References

1. Daniel Goleman. (2009). *Emotional Intelligence: Why it can matter more than IQ*. HarperCollins
2. Travis Bradbury & Jean Greaves (2007). *Emotional Intelligence 2.0.* TalentSmart, CA USA
3. Adele B. Lynn & Janelle R. Lynn (2009). *The Emotional Intelligence Activity Kit.* Amacom, USA
4. Bob Bellhouse, Andrew Fuller, Glenda Johnson & Neil Taylor (2005). *Managing The Difficult Emotions.* Paul Chapman Publishing, UK

D. Mode of Assessment

CIE:IAT /CCE

PRAVEEN R

Common Core

E. Scheme of Evaluation

GR Courses (Others)	IAT	CCE		CIE	SEE	Total
Evaluation	IAT	CCE-1	Total CCE (B)	CIE (IAT + CCE) (A + C)	SEE	Grand Total (D + E)
Column Identifier >	A	B	C	D	E	F
Max. Marks	NA	50	50	50	NA	50

GPSBD1041 : Finding the Right Internship

A. Course Framework

Credits: L-T-P-C: NA – Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

O1: To create an awareness on the importance of finding the right internship.
O2: To help understand the areas where and how they need to project themselves in gaining right internship.
O3: To demonstrate these skills in getting through the right internship.

Course Outcomes: On successful completion of the course, Students will be able to,

O1: Understand the concepts and extend their research to get the right internship [Level-1].
O2: Compare and contrast the organizations to determine whether it suits their requirements for an internship [Level-1].
O3: Demonstrate the learnings from their internship and analyze how it helps their future [Level-1].

B. Syllabus

Module: 1 How to land the Right Internship? Hours: 15

1) Sources of finding the right internship – as per your interests, skills, domain areas
2) How to conduct research on getting the right information for finding a suitable internship
3) Checklists for preparedness

Module: 2 Best Practices to ace your Internship Hours: 15

1) General interpersonal behaviour skills: Professional Conduct – Business Etiquette with respect to internships (Best practices: Do's and Don'ts).
2) Managing priorities and adapting to shifting dynamic requirements
3) Documenting the learnings of internship: Template to be shared for students to document their internship learning experiences.
4) Most common mistakes / pitfalls to avoid while on internship.

C. References

1. Sue Fox. (2011). *Business Etiquette for Dummies*. John Wiley & Sons.
2. De McKeever. (2018). *How to Dress for Business.* Independently Published.

D. Mode of Assessment

CIE: IAT/CCE

E.Scheme of Evaluation

GR Courses (Others)	IAT	CCE		CIE	SEE	Total
Evaluation	IAT	CCE-1	Total CCE (B)	CIE (IAT + CCE) (A + C)	SEE	Grand Total (D + E)
Column Identifier >	A	B	C	D	E	F
Max. Marks	NA	50	50	50	NA	**50**

GPSBD1061 : PREPARE FOR CASE STUDIES		
. Course Framework		
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	
Course Learning Objectives:		
O1: To understand what a case is and the purpose and characteristics of case **O2:** To know how to read the case **O3:** To understand different types of case situations/ scenarios **O4:** To understand how to analyse different types of cases		
Course Outcomes: On successful completion of the course, Students will be able to,		
O1: Identify different types of case situations/ scenarios **O2**: Analyse a case based on different case situations/ scenarios **O3**: To write a case analysis report		
A. Syllabus		
Introduction to Case Analysis What is a Case?, Definition and examples, Differences between cases and other types of academic and professional documents. Purpose and Characteristics of a Case, Purpose of case studies in education and professional contexts. Key characteristics of effective cases Benefits of using case studies for learning and decision-making, Types of Case Situations/Scenarios Overview of different types of case scenarios (e.g., decision-based, problem-based, evaluation-based), Real-life examples and applications, How to Recognize a Scenario Techniques for identifying and understanding different scenarios, Key indicators and elements to look for in a scenario. Case Analysis Frameworks, Goal – Point of View – Hypothesis Framework, Introduction to the Goal – Point of View – Hypothesis Framework, Steps for applying the framework to case analysis, Practical examples and exercises Case Analysis - Harvard Framework, Overview of the Harvard Case Analysis Framework Components of the framework: Situation Analysis, Problem Identification, Options analysis, Recommendations, Application of the framework to real cases Practical Application and Review Practical Case Analysis Exercises, Hands-on exercises and case studies for practice Group discussions and presentations.		
B. References		
The Case Study Handbook – A Student's Guide – Harvard Business Review Press		
C. Mode of Assessment **CIE : IAT/CCE**		
Assignment		

E. Scheme of Evaluation

GR Courses (Others)	IAT	CCE		CIE	SEE	Total
Evaluation	IAT	CCE-1	Total CCE (B)	CIE (IAT + CCE) (A + C)	SEE	Grand Total (D + E)
Column Identifier >	A	B	C	D	E	F
Max. Marks	NA	50	50	50	NA	**50**

GPSBD1071 : Prepare for Interviews and GDs		
A. Course Framework		
Credits: L-T-P-C:NA – Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

O1: Compare various tactics to participate in Personal Interviews

O2: Identify different types of Group discussions and how to take part in them

O3: Propose methods and resources to the students to prepare for Personal interviews and Group Discussions

Course Outcomes: On successful completion of the course, Students will be able to,

O1: Demonstrate the dynamics of Group discussions, Personal Interviews and their significance [Level-1]

O2: Show reasonable and coherent opinions in Group Discussions [Level-1]

O3: Interpret the questions and explain the answers in personal interviews better [Level-1]

O4: Demonstrate confidence to face stressful interviews and Group Discussions [Level-1]

B. Syllabus

Module:1: Prepping for Personal Interview **Hours: 15**

1. Qualities that the interviewer looks for in a candidate while conducting Personal Interviews
2. Myths surrounding Personal Interviews, and why students are afraid of attending interviews
3. Why do candidates fail in an interview?
4. Three Ps of successful interviews

Module:2: Guidelines and right practices for Group Discussion **Hours: 15**

1. Qualities that the corporates look for in a candidate during Group Discussions
2. Different types of Group Discussions that are normally conducted to assess the candidates
3. Success mantras that a candidate should be aware of, before participating in a Group Discussion
4. Strategies that one could adopt in coming through a Group Discussion in flying colours

C. References

1. Anand Ganguly. (2002). *Group Discussion for Admissions & Jobs*. Pustak Mahal.
2. Ron Fry. (2000).101 *Great Answers to the Toughest Interview Questions*. Delmar Cengage Learning.

PRAVEEN R

D. Mode of Assessment

CIE : IAT/CCE

E.Scheme of Evaluation

GR Courses (Others)	IAT	CCE		CIE	SEE	Total
Evaluation	IAT	CCE-1	Total CCE (B)	CIE (IAT + CCE) (A + C)	SEE	Grand Total (D + E)
Column Identifier >	A	B	C	D	E	F
Max. Marks	NA	50	50	50	NA	50

PRAVEEN R

GPSBD1081 : Understand Your Digital Footprints

A. Course Framework

Credits: L-T-P-C: NA – Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

O1: To create an awareness on the importance of digital footprints and their best practices.
O2: To appraise the students of the impact of online / digital behavior and its consequences.
O3: To build confidence in young adults about their digital footprints and how they can leverage it in their smooth transition from Campus to the Corporate world.

Course Outcomes: On successful completion of the course, Students will be able to,

O1: Understand the concepts and understandings digital behavior in their daily social activities more consciously [Level-1].
O2: Understand the general best practices in the digital world to protect their digital identity against malpractices [Level-1].
O3: Compare and demonstrate the impact of how digital reputation can affect their careers in the professional life [Level-1].

B. Syllabus

Module: 1 Introduction to Digital Footprints **Hours: 15**

1) Understanding the importance of the landscape of professional digital social media and digital footprints
2) Introduction to Netiquette: General best practices, Dos and Don'ts
3) Understanding the concepts of confidentiality, non-disclosure, handling sensitive corporate information, digital security policies
4) Learn how to deal with Personal and Sensitive Personal Information: How to protect your digital identity and digital reputation: General best practices to protect your digital identity against cyber-crimes, scams and frauds

Module: 2 Manage your digital Footprint **Hours: 15**

1) Learn to differentiate between various postings on the social media: Expressing oneself professionally, empathy in the digital world
2) Understand how your views on the social media can be used for employment verification and background checks
3) How to create an impressive LinkedIn and Facebook profile for professional networking purposes
4) Understand the advantages of being active on various platforms on the internet for professional benefit:
   For B. Tech / BCA / MCA students: Association with professional knowledge sources like GitHub, Kaggle, Knowledge forums, support groups for conferences, seminars, workshops etc.,
   For BBA/MBA students: Association with professional bodies like CII, FICCI, Knowledge forums, support groups for conferences, seminars, workshops etc.,

C. References

1. Michael Fertik & David C Thompson. (2015). *The Reputation Economy: How to optimize your digital footprint in a world where your reputation is your most valuable asset.* Crown Business.
2. Julia Hengstler. (2011). *Managing Your Digital Footprint: Ostriches Vs Eagles.*
3. Robert Grayson (2011). *Managing Your Digital Footprint.* Rosen Central.

PRAVEEN R

Common Core

D.Mode of Assessment

CIE: IAT/CCE

E.Scheme of Evaluation

GR Courses (Others)	IAT	CCE		CIE	SEE	Total
Evaluation	IAT	CCE-1	Total CCE (B)	CIE (IAT + CCE) (A + C)	SEE	Grand Total (D + E)
Column Identifier >	A	B	C	D	E	F
Max. Marks	NA	50	50	50	NA	**50**

CMR UNIVERSITY

GPSBI1011 : PFI(a): Preparing for Internship (a)		
A. Course Framework		
Credits: L-T-P-C: NA – Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

01: To develop self-awareness and understand how to improve themselves.
02: To be able to manage time efficiently in personal and professional life.
03: To develop a positive attitude towards life.
04: To apply principles of effective communication in interpersonal interactions.
05: To develop and employ positive body language.

Course Outcomes: On successful completion of the course, Students will be able to,

O1: Understand the importance of self-awareness. [Level-1]
O2: Understand the different tools of time management and be able to implement them. [Level-1]
O3: Understand what positive attitude is and how to foster positive thinking. [Level-1]
O4: Understand how to be a good listener and an effective communicator. [Level-1]
O5: Understand the importance of good body language and use them in their daily life. [Level-1]

B. Syllabus

Module-1: Self Awareness **Hours: 6**

1) Differences between self-awareness, self-esteem, and self-image
2) The 4 facets of Johari window
3) The three categories in which people fall
4) SWOT Analysis, a useful way to self-evaluation

Module-2: Time Management **Hours: 7**

1) Tools and techniques to plan and schedule time
2) Time wasters and Time Thieves
3) Understanding the Time Management Matrix
4) Applying the Ivy Lee Method in Time Management

Module-3: Positive Attitude **Hours: 7**

1) Is positive attitude blind optimism, or does it really work?
2) Positive attitude and the subconscious mind
3) Concepts of Conditioning and Triggering in creation of beliefs
4) Erasing negative thought processes and negative beliefs

Module: 4 Interpersonal Skills **Hours: 5**

1) Role of communication in interpersonal skills
2) Positive and negative strokes in communication
3) How being a good listener, appreciating and applauding, can do wonders in relationships

Module: 5 Body Language **Hours: 5**

1) Non-verbal communication, and how it can express more than words
2) Understanding the unconscious expression, the feeling of the moment
3) Conveying negative or positive impressions through body language

PRAVEEN R

4) Interpreting others' Body Language

C. References

1. Elizabeth Diamond. (2010). *7 Mindsets to Master Self Awareness*. Authorhouse.
2. Brian Tracy. (2001). *Eat That Frog.* Berret-Koehler.
3. Heidi Grant Halvorson. (2011). *9 things successful people do differently.* Harvard Business Review Press.
4. Norman Vincent Peale. (1952). *The Power of Positive Thinking.* Prentice Hall.
5. Stephen R Covey. (1989). *The 7 Habits of Highly Effective People.* Free Press.
6. Dale Carnegie. (1936). *How to Win Friends & Influence People.* Simon & Schuster.
7. Allan & Barbara Pease. (2004). *The Definitive Book of Body Language.* Harper.

D. Mode of Assessment

CIE : IAT/CCE

E. Scheme of Evaluation

GR Courses (Others)	IAT	CCE		CIE	SEE	Total
Evaluation	IAT	CCE-1	Total CCE (B)	CIE (IAT + CCE) (A + C)	SEE	Grand Total (D + E)
Column Identifier >	A	B	C	D	E	F
Max. Marks	NA	50	50	50	NA	50

Common Core

Scheme of Teaching and Evaluation

Academic Year [2021-22]

GPSBI1021 : PFI(b): Preparing for Internship (b)		
A. Course Framework		
Credits: L-T-P-C: NA- Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	
Course Learning Objectives:		
01: To develop confidence while making formal presentations in the corporate world. 02: To develop a conscious behavior and image, suitable for formal occasions. 03: To effectively project themselves as well-groomed individuals. 04: To apply principles required of a good leader to lead teams effectively, by example. 05: To be able to lead a stress-free life, officially and personally.		
Course Outcomes: On successful completion of the course, Students will be able to,		
O1: Understand how to use every opportunity to present themselves, and to an audience with confidence. [Level-1] O2: Understand the importance of etiquette in the business world and adapt with elan. [Level-1] O3: Understand what formal dressing is and be able to conform, without feeling ill at ease. [Level-1] O4: Understand how to build on their strengths, for projecting themselves as an effective leader. [Level-1] O5: Understand how to overcome stress and perform tasks under pressure with composure. [Level-1]		
B. Syllabus		
Module: 1 Presentation Skills		**Hours: 5**
1) Understanding the audience's purpose for being there. 2) Developing the action, the main part of the presentation. 3) Focussing on the key aspects. 4) Avoiding clutter. 5) Use of images and graphics for a successful presentation.		
Module: 2 Etiquette		**Hours: 5**
1) Social Etiquette – Conducting oneself in the right manner 2) Business Etiquette – Presenting oneself with confidence in the business world. 3) Meeting Etiquette – Do's and Don'ts in an official meeting (in-person and virtual). 4) Email Etiquette – Accepted rules in official communication over email. 5) Telephone Etiquette – Accepted behaviour while conversing over the telephone.		
Module: 3 Grooming & Power Dressing		**Hours: 5**
1) Importance of dressing in making the right first impressions. 2) How grooming and power dressing make an impact not only in landing a job, but also for growing in one's career. 3) Dress code in the Corporate / Business world for both men and women. 4) Friday dressing versus dressing for official meetings**.**		
Module: 4 Leadership		**Hours: 5**
1) Importance of 'Emotional Quotient' in being an effective leader. 2) Different roles required to be performed in a team. 3) The 'OK' quadrant. 4) Symptoms of poor teamwork. 5) The making of a dynamic team. 6) Team conflict resolution.		
Module: 5 Stress Management		**Hours: 5**
1) What is stress? 2) Different types of stress.		

3) Signs and symptoms of stress.
4) Different approaches of stress management.

Module: 6 Art of handling Feedback **Hours: 5**

1) Importance of giving and receiving feedback.
2) Types of feedback, and ways of handling them.
3) How to give negative feedback, without hurting the receiver.
4) Receiving and responding to negative feedback.

C. References

1. Carmine Gallo. (2009). *The Presentation Secrets of Steve Jobs.* McGraw-Hill Education
2. Sue Fox. (2011). *Business Etiquette for Dummies*. John Wiley & Sons.
3. De McKeever. (2018). *How to Dress for Business.* Independently Published.
4. John T Molloy. (1977). *The Woman's Dress for Success Book.* New Win Pub.
5. Heidi Grant Halvorson. (2011). *9 things successful people do differently.* Harvard Business Review Press.
6. John C. Maxwell. (2007). *The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You*. HarperCollins.
7. Amit Sood, M.D. (Author), Chris Sorensen (Reader). (First Edition 2013). *The Mayo Clinic Guide to Stress-Free Living* (Audio Book). Da Capo Lifelong Books

D. Mode of Assessment

CIE:IAT/CCE

E. Scheme of Evaluation

GR Courses (Others)	IAT	CCE		CIE	SEE	Total
Evaluation	IAT	CCE-1	Total CCE (B)	CIE (IAT + CCE) (A + C)	SEE	Grand Total (D + E)
Column Identifier >	A	B	C	D	E	F
Max. Marks	NA	50	50	50	NA	50

PRAVEEN R

GPSBT1011: Design Thinking DTP		
A. Course Framework		
Credits: L-T-P-C: NA – Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 15	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

O1: To introduce students to the basics of design thinking.

O2: To introduce students to principles and processes of Design Research.

O3: To introduce students to the basics of Concept Development.

O4: To equip students with techniques in innovative thinking and brainstorming.

Course Outcomes: On successful completion of the course, Students will be able to,

O1: Apply teamwork towards building a solution. (Level 3)

O2: Apply basic Design Research (Level 3)

O3: Apply brainstorming as a way of innovative thinking. (Level 3)

CO4: Understand story-telling in Design Thinking. (Level 2)

B. Syllabus

Introduction | Hours: 10

Part 1: Introduction to Design Thinking
In Class:
Warm Up/Ice Breakers
A world of multiple truths. How design thinking engages with people?
'I intend to' Exercise.
Tackling inhibitions and creating a free space for students amongst themselves and with the tutor.

Part 2: Introduction to Design Challenge.
Discussion on the Design Challenge: How might we create solutions to address Bangalore's water crisis?
In Class:
Problem Definition Exercise.
'Ask a million questions' exercise.
Team Formation
Creative Expression of Problem Statement.
Expressing the problem creatively. Exploring media and methods. Developing concepts from creative expression. Art, Photography.

Part 1:
Introduction to Design Research
Developing research questions. Developing research plans. Making observations. What to look for? Setting priorities. Innovative documenting techniques. Tools of presenting design research.
Surveying Tools and Data Collection
Part 2:
Understanding the context - Role playing and 'Thinking Hats' exercise
Download and Group exercise in class.
Stakeholder Analysis

Ideate, Create, Iterate | Hours: 10

Step 3 and Step

The power of Empathy in Problem Solving

Organizing and analyzing data through empathy maps, ecosystem maps.

'Extremes and Mainstreams' Exercise

Understanding user personas.

Step 5 and Step 6

Students ideate concept solutions. Discuss and Brainstorm with tutor and peers.

Students brainstorm ideas and plot it on Ways to Grow Framework.

Step 7

Iterate (and re-iterate)

Students create a series of transformations of the original concept. Discuss the process.

Day 3: Prototype. Test | Hours: 10

Step 8 Test and Learn

Students take feedback from Stakeholders and present it in class.

What is the story of your solution? Storytelling Exercise

C. References

- Brown, T., & Katz, B. (2009). Change by design: how design thinking transforms organizations and inspires innovation. [New York]: Harper Business
- Lockwood, T. (2009). Design thinking: Integrating innovation, customer experience and brand value.
- Norman, D. A. (2013). The design of everyday things. MIT Press.
- Creative Mornings, by S.Vishwanath (Documentary)
- Abstract the Art of Design (Documentary)

D. Mode of Assessment:

CIE : IAT / CCE (Project Notebook + Final Presentation)

Exercises

Understand, Analyze, Empathize

Student groups submit their Project Notebook Containing

(i)Creative Expression of Problem Statement + How Might We Statement

(ii) Primary Research Methodology

Assessment Criteria:

- Demonstration of the student's ability to understand one aspect of the thematic and follow it.
- Demonstration of student ability to apply a range of media and methods in developing concepts.
- Clarity of thought.

Common Core (CC)

Ideate

Students present

(i) a questionnaire and data from interviews.

(ii)empathy maps and mind maps

(iii)concept

Assessment Criteria:

- Demonstration of the student's ability to understand problems from the lens of others.
- Demonstration of the student's ability to apply graphical tools to synthesize the data from interviews.
- Demonstration of the student's ability to think and clearly express concepts.

Test & Learn

Students develop a prototype and present it to the tutor and their peers.

Assessment Criteria:

- Demonstration of the student's ability to carry a clear chain of thought from concept to prototype.
- Rigor and presentation of the design process.
- Student's ability to incorporate feedback into the final solution.

Assignments/ Deliverables:

Regular documentation of the Design Process (CCE 1-3)

Weightage:30 Marks

Assessment Criteria:

- Documentation of Design Thinking process.
- Punctuality.
- Demonstration of progress between steps.

Students test the prototype and present the final result to an invited jury (CCE4)

Weightage: 10 Marks

Assessment Criteria:

- Rigor and representation of the design process.
- Progress from Day 2 – incorporation of feedback from testing.

E. Scheme of Evaluation

F.

DTP / DTPA (As GR)	IAT	CCE	CIE	SEE	Total

Common Core (CC)

Evaluation	IAT-1	IAT-1 Scaled Down	IAT-2	IAT-2 Scaled Down	Average IAT [(B+D)/2]	CCE-1	CCE-2	CCE-3	CCE-4 (Practical)	Total CCE (F to I)	CIE (E+J)	SEE	Grand Total (K + L)
Column Identifier >	A	B	C	D	E	F	G	H	I	J	K	L	M
Max. Marks	-	-	-	-	-	10	10	10	20	50	50	NA	**50**

PRAVEEN R

Common Core (CC)

Scheme of Teaching and Evaluation (STE)

Academic Year [2022-23]

Common Core (CC)

GPSBT2031 Design Thinking - II (DTPA-II)		
A. Course Framework		
Credits: L-T-P-C: GR		**Syllabus Version: 1**
Contact Hours / Week: 30	**Total Contact Hours: 30**	**Level: 200**
Prerequisite: Design Thinking - I (DTPA-I)		
Course Learning Objectives:		
CLO1: Apply Design Thinking methodologies in architecture to create innovative, sustainable, and user-centered architectural solutions to address complex design challenges, ultimately producing designs that are functional, aesthetically compelling, environmentally responsible, and socially inclusive. CLO2: Apply the Design Thinking process to identify and approach solving real world problems. (The overall goal is to nurture changemakers. In Sem 1- Design Thinking 1, the focus was- 'nurturing creative thinkers'. So, Sem 2- Design Thinking 2 will be focused on having the mindset and tools -'to drive positive global change') CLO3: Embody the DT Mindsets and skills : Curiosity towards problem finding, Collaborative spirit- to want to work as a team, Optimistic mindset- to be able to reframe and reimagine a better outcome, Spirit of making and experimenting, actively seek feedback, openness towards receiving feedback, Grit to keep trying to better their solution, effective presentation and storytelling skills.		
Course Outcomes: On successful completion of the course, Students will be able to:		
CO1: Create an appropriate research plan to explore the problem, execute the design research and present findings as a team. (level 5) CO2: Evaluate research findings, identify insights and brainstorm solutions as a team. (level 4) CO3: Create a prototype and iterate based on feedback received as a team. (level 5)		
B. Syllabus		
Module 1 : Introduction to DT 2 + Empathize (6 hrs)		
Introduction to DT 2 **Understand why the design thinking mindset is needed for changemaking (problem solving)**		

Common Core (CC)

Opening : Why DT 2? nurturing creative thinkers, now- how might we drive positive global change? Setting intentions for DT2 and Group Agreement (rules of engagement in the class) What does it take to be a changemaker? How does DT help with changemaking? Design Thinking as a Mindset- Changemakers around the globe (Relevant videos of Changemakers and reflection questions/ group discussion/ class discussion) Introduction to the challenge. Team formation (criteria- and forming of teams based on topics chosen) Team warm ups Closing: Footprints in the sands of time - What will you leave behind?
Opening: Why does Design research matter? Breaking down the architectural project for this semester. Primary vs. secondary (Recap) - Quantitative vs. Qualitative research - Ethnographic Research - Research tools - observation, interview, survey and analysis. Choose which research method to use/ the right research tools - Planning your research. Determining your scope of research.
Module 2 : Define (6hrs)
Presenting findings + Feedback from the entire team. Creating Personas Using personas to help explain your research Visualizing and documenting your research.
Synthesizing and identifying design opportunities. Creating "how might we.." statements Systems Thinking-feedback loops/causal loops/leverage
Module 3 : Ideate (6hrs)
Creative Thinking- What does it mean and why is it important? Why diverse teams help creative thinking Ways to Brainstorm, DVF, SCAMPER, Affinity mapping, tools for evaluating ideas Ways to brainstorm: Flipchart Post-its Brainwriting Alphabet Grid Circle brainstorming
Module 4 : Prototype (6 Hrs)
Defining an Idea into a Solution for Products, Services and Experiences - Human desirability- Technical feasibility - Business viability, Prototype Planning - Prototyping types & techniques : Making Ideas from 2D to 3D.

Common Core (CC)

Module 5 : Test (6 Hrs)	
Testing Methods - Testing Scenarios and Research Questions : For stakeholders and Field experts - User testing, Learning from failure and feedback, Assessing outcomes, Iterating and refining,Business model canvas, Peer Feedback framework	
Communicating and Presenting : Presentation techniques for different platforms, Design Principles, Visualizing information, Poster Presentation, Elevator pitch, Process Documentation, Photo documentation, Feedback and critique - Digital documentation	

A. References

- Brown, T., & Katz, B. (2009). Change by design: how design thinking transforms organizations and inspires innovation. [New York]: Harper Business
- Creative Thinking: Techniques and Tools for Success - Peter Chides
- 10 faces of innovation - Tom Kelly
- Lockwood, T. (2009). Design thinking: Integrating innovation, customer experience and brand value.
- Norman, D. A. (2013). The design of everyday things. MIT Press.

B. Mode of Assessment: CIE (IAT + CCE)

Assignments/ Deliverables:

50 Marks

IAT Quiz 1

Weightage:25 Marks reduced to 10

Multiple Choice Questions covering topics under Module 1: Empathize and Module 2:Define.

Quiz to test Retention, Recall and Application of concepts in Real world scenarios.

IAT Quiz 2

Weightage:25 Marks reduced to 10

Multiple Choice Questions covering topics under Module 3: Ideate + Module 4: Prototype +Module 5: Test. Quiz to test Retention, Recall and Application of concepts in Real world scenarios.

Average of both IATs (out of 10) to be considered in final grading.

Common Core (CC)

Regular documentation and presentation of the Design Process (CCE 1- 4)

Weightage: 40 Marks (10 x 4)

Assessment Criteria:

- Completion of Task
- Articulating line of Thought
- Documentation and Presentation of Design Thinking process.

Students test the prototype, get external and internal feedback and present the final Project to an invited jury (CCE4) Weightage: 10 Marks

C. Scheme of Evaluation : 50 Marks (CIE)

1.Continuous Internal Assessment (CIE) : 50 Marks

Components	Marks	Total Marks
IAT 1-Quiz	25	10
IAT 2-Quiz	25	
CCE 1	10	10
CCE 2	10	10
CCE 3	10	10
CCE 4	10	10
TOTAL MARKS		50

GPSDR1011 : Develop Habits for Lifelong Learning

A. Course Framework

Credits: L-T-P-C: NA – Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

O1: To create an awareness on the significance of lifelong learning.
O2: To choose the right habits and enhance their learning skills.
O3: To develop the habit of lifelong learning through various practices, tools, and processes.
O4: To evaluate the knowledge in building their own confidence to help them in their transition from the Campus to the Corporate world.

Course Outcomes: On successful completion of the course, Students will be able to,

O1: Understand the concepts for developing lifelong learning habits [Level-1].
O2: Understand how they can enhance their own passions and work on them systematically [Level-1].
O3: Demonstrate their own potential in applying the knowledge of lifelong learning to become well rounded corporate professionals [Level-1].

B. Syllabus

Module: 1 Introduction to Lifelong learning Habits **Hours: 2**

1) Understand the importance of lifelong learning
2) Developing and cultivating habits for lifelong learning: Seeking new experiences, developing a passion, embracing change
3) Introduction to different Learning Styles : Visual, Auditory, Kinesthetic, Reading/Writing

Module: 2 Best Practices to build lifelong habits **Hours:2**

1) Introduction to 7 Habits of Highly Effective People applied to Lifelong Learning.
2) Usage of tools like: Time Management, setting SMART goals, staying motivated
3) Overview of the concept “Ikigai” -The Japanese concept to find Purpose of Life

C. References

1. Michael Osborne, Muir Houston & Nuala Toman (Editors). (2007). *The Pedagogy of Lifelong Learning*. Routledge (Taylor & Francis Group).
2. Stephen R Covey (1989). *The 7 Habits of Highly Effective People.* Free Press (USA)

D. Mode of Assessment

CIE:IAT/CCE

E.Scheme of Evaluation

GR Courses (Others)	IAT	CCE		CIE	SEE	Total
Evaluation	IAT	CCE-1	Total CCE (B)	CIE (IAT + CCE) (A + C)	SEE	Grand Total (D + E)
Column Identifier >	A	B	C	D	E	F
Max. Marks	NA	50	50	50	NA	50

GPSDR1021 : Explore 21st Century Skills		
A. Course Framework		
Credits: L-T-P-C: NA- (Graduate Requirement) (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

1: To illustrate the importance of 21st century skills.
2: To outline and help the students understand areas where and how these skills are relevant.
3: To discover these 21st century skills through various practices, examples and activities.
4: To build confidence in young adults utilizing this knowledge in their transition from Campus to the Corporate world.

Course Outcomes: On successful completion of the course, Students will be able to,

1: Understand the concepts and interpret 21st century skills in their lives more consciously [Level-1].
2: Demonstrate their own understanding of 21st century skills critically, to identify their areas of strengths and weaknesses, and work on them systematically [Level-1].
3: Relate the knowledge shared on the 21st century skills to build upon and become well rounded corporate professionals [Level-1].

B. Syllabus

Module: 1 Know the 21st Century Skills Hours: 15

1) Understand what are 21st century skills and competences, and how they can be applied across various spheres of professional life
2) Understanding Empathy: Being human in the age of machines and AI
3) Introduction to collaboration and collaborative team work: Dealing with remote teams

Module: 2 Skills to Excel at workplaces Hours: 15

1) Introduction to Root Cause Analysis (RCA) for productivity and leadership.
2) Introduction to Research Skills: How to gather, interpret and present data
3) Introduction to global awareness and cultural sensitivity in the workplace

C. References

1. James Bellanca & Ron Brandt (Editors). (2010). *21st Century Skills: Rethinking How Students Learn.* Solution Tree.
2. Bernie Trilling & Charles Fadel. (2009). *21st Century Skills: Learning for life in our times. Jossey-Bass.* A Wiley Imprint.
3. Microsoft (2017). *Road to 21st Century Competence.*

D. Mode of Assessment

IAT/CCE & CIE

Common Core

E. Scheme of Evaluation

GR Courses (Others)	IAT	CCE		CIE	SEE	Total
Evaluation	IAT	CCE-1	Total CCE (B)	CIE (IAT + CCE) (A + C)	SEE	Grand Total (D + E)
Column Identifier >	A	B	C	D	E	F
Max. Marks	NA	50	50	50	NA	**50**

GPSDR1041 : Growth Mindset		
A. Course Framework		
Credits: L-T-P-C: NA - Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**NA**	

Course Learning Objectives:

1: To create an awareness on the importance of growth mindset.
2: To develop and understand the mindset and how it can affect professional success and growth.
3: To demonstrate the knowledge on growth mindset through various practices.
4: To build confidence in young adults to help them in their transition from Campus to the Corporate world.

Course Outcomes: On successful completion of the course, Students will be able to,

1: Understand the concepts and understanding of mindsets in their daily lives – personally and professionally [Level-1].
2: Compare their own areas of strengths and weaknesses with respect their mindset, and work on them systematically [Level-1].
3: Demonstrate the knowledge of mindsets and improve their own mindsets to become well rounded corporate professionals [Level-1].

B. Syllabus

Module: 1 Key concepts of Mindset **Hours: 15**

1) Introduction to Growth Mindset: Fixed and Growth Mindset
2) Why and how mindsets are important for personal and professional success
3) Understanding where and how mindsets originate

Module: 2 Growth Mindset habits and practices **Hours: 15**

1) How to deal with failures, setbacks, criticisms, and challenges?
2) Guidelines and practices for developing a growth mindset: Habits to establish and sustain a healthy lifestyle (physical and psychological)
3) Best practices for nurturing growth mindset

C. References

1. Dr Carol Dweck. (2007). *Mindset: The New Psychology of Success*. Random House New York
2. Tony Robbins (1993). *Awaken the Giant Within.* Robbins Research International
3. Robin Sharma (2018). *The 5 AM Club.* Jaico Publishing House

D. Mode of Assessment

IAT/CCE/CIE & SEE

Common Core

E.Scheme of Evaluation

GR Courses (Others)	IAT	CCE		CIE	SEE	Total
Evaluation	IAT	CCE-1	Total CCE (B)	CIE (IAT + CCE) (A + C)	SEE	Grand Total (D + E)
Column Identifier >	A	B	C	D	E	F
Max. Marks	NA	50	50	50	NA	**50**

GPSDR1061 : Map Your Career Goals		
A. Course Framework		
Credits: L-T-P-C: NA- Graduate Requirement (GR)		**Syllabus Version: 1.0**
Contact Hours / Week: 2	**Total Contact Hours: 30**	**Level: 100**
Prerequisite: (If applicable)	**Students are expected to have undergone: (i) Know Myself, (ii) Explore Career options in the current landscape, (iii) Understanding Industry/Sector**	

Course Learning Objectives:

O1: To create an awareness on the process of goals and goal setting – for personal and professional development
O2: To get insights about the various tracks to pursue after their graduation: jobs, research, entrepreneurship, and higher education
O3: To get insights into mapping the career goals using tools like self-analysis, goal setting, wheel of life
O4: To understand and apply the concepts of SMART-ER goals

Course Outcomes: On successful completion of the course, Students will be able to,

O1: Understand the concept and the importance of goal setting [Level-1]
O2: Identify, compare and relate their own areas of strengths and weaknesses with respect to goal setting, defining and working on the goals systematically [Level-2]
O3: To gain clarity on creating SMART goals: immediate term, short-term and long-term [Level-2]
O4: To design a clear career goal in their chosen career pathway (1 of 4 tracks) and submit it for evaluation and feedback [Level-3]

B.Syllabus

Module: 1 Introduction to Goals, Self-Analysis Hours: 15

1) Difference between job & career; various types of jobs and job options available including the difference between job role, industry and sector.
2) The process of career mapping using tools like: self-analysis, goal setting, wheel of life
3) Types of goals: immediate term, short-term, and long-term

Module: 2 Plan Career Goals : Methods, Tips, Guidelines Hours: 15

1) The relevance and importance of SMART-ER goals: Specific, Measurable, Achievable, Realistic, Timely, Evaluative, and Revisited.
2) Planning backward goal setting: moving backwards.
3) Identifying hurdles and devising plans to handle the hurdles
4) Creating a goal template: documenting clear goals, action plans, and handling hurdles

C.References

D.Mode of Assessment

CIE:IAT/CCE

PRAVEEN R

Common Core

E.Scheme of Evaluation

GR Courses (Others)	IAT	CCE		CIE	SEE	Total
Evaluation	IAT	CCE-1	Total CCE (B)	CIE (IAT + CCE) (A + C)	SEE	Grand Total (D + E)
Column Identifier >	A	B	C	D	E	F
Max. Marks	NA	50	50	50	NA	**50**

CPSSF1011: French –Level-1		
A. Course Framework		
Credits: L-T-P-C: 2-0-0-2		**Syllabus Version: 1**
Contact Hours / Week: 15	**Total Contact Hours:30**	**Level: 50**
Prerequisite:(If applicable)	**NIL**	
Course Learning Objectives:		
CLO1: Recognize, understand and pronounce French Phonetics and Alphabets **CLO2**: Introduce Oneself and others in French **CLO3**: Identify and describe various professions in French **CLO4:** Use basic French verbs in simple sentences.		
Course Outcomes: On successful completion of the course, Students will be able to,		
CO1: Introduce themselves and others, and use common French salutations appropriately.(L1,L2) **CO2**: Use polite expressions in French appropriately in social interactions. (L2) **CO3**: Discuss daily activities with improved fluency and accuracy (L3) **CO4**: Identify and use parts of speech correctly in sentences.		
B. Syllabus		
Module:1: Fundamentals of French		**Hours: 6**
French alphabets, numbers, phonetics. Days in a week and months in a year Greeting and introduction – Introduce self and others in French Language.		
Module:2: Description and identification		**Hours: 6**
Different nationalities in French. Name and describe objects using colours in French. Describe various professions in French.		
Module:3: Everyday Vocabulary and Grammar		**Hours: 6**
Basic French phrases and correctly use common verbs. Describe someone's personality using appropriate vocabulary and adjectives. Verbs and Prepositions Used in Descriptions		
Module: 4: Time, Activities, and Preferences		**Hours: 6**
How to Tell Time in French Sports and Activities in French		

PRAVEEN R

Expressing Preferences and Wishes
Module: 5: Daily Activities and Review **Hours: 6** Listening and speaking skills through interactive audio exercises. Quantifiers in various contexts to express quantities. Use of articles in French Verbs and prepositions to describe actions and locations accurately.
1. Rochester, Myrna Bell. *Easy French Step-by-Step*. McGraw-Hill, 2008. 2. Lanzer, Harriette. *French Vocabulary Builder*. Oxford University Press, 2001. 3. *Living Language: French, Complete Edition*. Living Language, 2010. 4. Heminway, Annie. *Complete French All-in-One*. McGraw-Hill Education, 2013.
D. Mode of Assessment
IAT / CCE / SEE
E. Scheme of Evaluation

Evaluation -100 marks

1. **Continuous Internal Evaluation (CIE): 50 Marks**

Components	Average of 2 IATs	CCE	Total Marks
Max. Marks	20	30	50

0. Semester End Examination (SEE) Scheme: 100 Marks (Scaled down to 50 marks).

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	12	10	3	30	L2
B	6	5	6	30	L3
C	5	4	10	40	L6

F. CO-PO-PSO Mapping

CO-PO-PSO Mapping

CO	PO										PSO			
	1	2	3	4	5	6	7	8	9	10	1	2	3	4
1														
2														
3														

4														
5														

1 – Low. 2 – Medium and 3 – High

PRAVEEN R

CPSSF1021: German –Level-1		
A. Course Framework		
Credits: L-T-P-C: 2-0-0-2		**Syllabus Version: 1**
Contact Hours / Week: 15	**Total Contact Hours:30**	**Level: 50**
Prerequisite:(If applicable)	**NIL**	
Course Learning Objectives:		
CLO1: Recognize, understand and pronounce German Phonetics and Alphabets **CLO2**: Introduce Oneself and others in German **CLO3**: Identify and describe various professions in German **CLO4:** Use basic German verbs in simple sentences.		
Course Outcomes: On successful completion of the course, Students will be able to,		
CO1: Introduce themselves and others, and use common German salutations appropriately.(L1,L2) **CO2**: Use polite expressions in German appropriately in social interactions. (L2) **CO3**: Discuss daily activities with improved fluency and accuracy (L3) **CO4**: Identify and use parts of speech correctly in sentences.		
B. Syllabus		
Module:1: Fundamentals of German		**Hours: 6**
German alphabets, numbers, phonetics. Days in a week and months in a year Greeting and introduction – Introduce self and others in German Language.		
Module:2: Description and identification		**Hours: 6**
Different nationalities in German Name and describe objects using colours in German Describe various professions in German		
Module:3: Everyday Vocabulary and Grammar		**Hours: 6**
Basic German phrases and correctly use common verbs. Describe someone's personality using appropriate vocabulary and adjectives. Verbs and Prepositions Used in Descriptions		
Module: 4: Time, Activities, and Preferences		**Hours: 6**
How to Tell Time in German Sports and Activities in German		

PRAVEEN R

Expressing Preferences and Wishes
Module: 5: Daily Activities and Review **Hours: 6** Listening and speaking skills through interactive audio exercises. Quantifiers in various contexts to express quantities. Use of articles in German Verbs and prepositions to describe actions and locations accurately.
Koithan, Ute, Helen Schmitz, and Tanja Sieber. Aspekte neu B1. Klett, 2014. Swick, Ed. Easy German Step-by-Step. McGraw-Hill, 2014. Durrell, Martin. Hammer's German Grammar and Usage. Routledge, 2016. Perlmann-Balme, Michaela, and Susanne Schwalb. EM Neu 2008 Brückenkurs B1+. Hueber Verlag, 2008.
D. Mode of Assessment
IAT / CCE / SEE
E. Scheme of Evaluation

Evaluation -100 marks

1. **Continuous Internal Evaluation (CIE): 50 Marks**

Components	Average of 2 IATs	CCE	Total Marks
Max. Marks	20	30	50

0. Semester End Examination (SEE) Scheme: 100 Marks (Scaled down to 50 marks).

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	12	10	3	30	L2
B	6	5	6	30	L3
C	5	4	10	40	L6

F. CO-PO-PSO Mapping

CO-PO-PSO Mapping

CO	PO										PSO			
	1	2	3	4	5	6	7	8	9	10	1	2	3	4
1														
2														
3														
4														
5														

PRAVEEN R

1 – Low. 2 – Medium and 3 – High

PRAVEEN R

CPSSF1021: German –Level-1		
A. Course Framework		
Credits: L-T-P-C: 2-0-0-2		**Syllabus Version: 1**
Contact Hours / Week: 15	**Total Contact Hours:30**	**Level: 50**
Prerequisite:(If applicable)	**NIL**	
Course Learning Objectives:		
CLO1: Recognize, understand and pronounce German Phonetics and Alphabets **CLO2**: Introduce Oneself and others in German **CLO3**: Identify and describe various professions in German **CLO4:** Use basic German verbs in simple sentences.		
Course Outcomes: On successful completion of the course, Students will be able to,		
CO1: Introduce themselves and others, and use common German salutations appropriately.(L1,L2) **CO2**: Use polite expressions in German appropriately in social interactions. (L2) **CO3**: Discuss daily activities with improved fluency and accuracy (L3) **CO4**: Identify and use parts of speech correctly in sentences.		
B. Syllabus		
Module:1: Fundamentals of German		**Hours: 6**
German alphabets, numbers, phonetics. Days in a week and months in a year Greeting and introduction – Introduce self and others in German Language.		
Module:2: Description and identification		**Hours: 6**
Different nationalities in German Name and describe objects using colours in German Describe various professions in German		
Module:3: Everyday Vocabulary and Grammar		**Hours: 6**
Basic German phrases and correctly use common verbs. Describe someone's personality using appropriate vocabulary and adjectives. Verbs and Prepositions Used in Descriptions		
Module: 4: Time, Activities, and Preferences		**Hours: 6**
How to Tell Time in German Sports and Activities in German		

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Expressing Preferences and Wishes
Module: 5: Daily Activities and Review **Hours: 6** Listening and speaking skills through interactive audio exercises. Quantifiers in various contexts to express quantities. Use of articles in German Verbs and prepositions to describe actions and locations accurately.
Koithan, Ute, Helen Schmitz, and Tanja Sieber. Aspekte neu B1. Klett, 2014. Swick, Ed. Easy German Step-by-Step. McGraw-Hill, 2014. Durrell, Martin. Hammer's German Grammar and Usage. Routledge, 2016. Perlmann-Balme, Michaela, and Susanne Schwalb. EM Neu 2008 Brückenkurs B1+. Hueber Verlag, 2008.
D. Mode of Assessment
IAT / CCE / SEE
E. Scheme of Evaluation

Evaluation -100 marks

1. **Continuous Internal Evaluation (CIE): 50 Marks**

Components	Average of 2 IATs	CCE	Total Marks
Max. Marks	20	30	50

0. Semester End Examination (SEE) Scheme: 100 Marks (Scaled down to 50 marks).

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	12	10	3	30	L2
B	6	5	6	30	L3
C	5	4	10	40	L6

F. CO-PO-PSO Mapping

CO-PO-PSO Mapping

CO	PO										PSO			
	1	2	3	4	5	6	7	8	9	10	1	2	3	4
1														
2														
3														
4														
5														

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1 – Low. 2 – Medium and 3 – High

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CPSSF2021: German –Level-2		
A. Course Framework		
Credits: L-T-P-C: 2-0-0-2		**Syllabus Version: 1**
Contact Hours / Week:2	**Total Contact Hours:30**	**Level: 50**
Prerequisite:(If applicable)	**NIL**	
Course Learning Objectives:		
CLO1: Engage in discussions and debates on a wide range of topics with fluency and accuracy. **CLO2:** Engage in conversations on a variety of everyday and some complex topics **CLO3:** Comprehend and analyze authentic German texts, including literature and media. **CLO4:** Understand and use intermediate grammatical structures.		
Course Outcomes: On successful completion of the course, Students will be able to,		
CO1: Review of intermediate grammar and vocabulary.(L1,L2 &L3) **CO2**: Practice activities to consolidate language skills (L3) **CO3**: Study of complex grammatical structures, including subjunctive mood, conditional clauses, and advanced verb tenses (L3) **CO4**: Recognize and use idiomatic expressions and phrases appropriately.(L2)		
B. Syllabus		
Module:1: Grammar and Vocabulary		**Hours: 6**
Introduction to the conditional mood. Sentence structure and essential vocabulary. Comprehensive review of all grammatical structures and vocabulary. Engage in dialogues and role-plays.		
Module:2: Writing		**Hours: 6**
Intermediate grammatical structures, including the imperfect tense, reflexive verbs, future and conditional tenses, object pronouns, and the subjunctive mood. Written texts such as personal letters, essays, and descriptions with clear organization and appropriate vocabulary.		
Module:3: Cconditional Past and Present		**Hours: 6**
Usage of conditional past and present. Common verbs in past tense Discussing historical events in France. Future plans, career aspirations, and goals.		
Module: 4: Idiomatic expressions		**Hours: 6**
Common German idioms and Phrases. Conversations about German culture, traditions.		

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Module: 5: Conversations	**Hours: 6**
Hypothetical and conditional sentences. Vocabulary related to various scientific fields and technology. Structure arguments and counterarguments in German.	
Koithan, Ute, Helen Schmitz, and Tanja Sieber. *Aspekte neu B1*. Klett, 2014. Swick, Ed. *Easy German Step-by-Step*. McGraw-Hill, 2014. Durrell, Martin. *Hammer's German Grammar and Usage*. Routledge, 2016 Perlmann-Balme, Michaela, and Susanne Schwalb. *EM Neu 2008 Brückenkurs B1+*. Hueber Verlag, 2008.	
D. Mode of Assessment	
IAT / CCE / SEE	
E. Scheme of Evaluation	

Evaluation -100 marks

1. **Continuous Internal Evaluation (CIE): 50 Marks**

Components	Average of 2 IATs	CCE	Total Marks
Max. Marks	20	30	50

0. **Semester End Examination (SEE) Scheme: 100 Marks (Scaled down to 50 marks).**

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	12	10	3	30	L2
B	6	5	6	30	L3
C	5	4	10	40	L6

F. CO-PO-PSO Mapping

CO-PO-PSO Mapping

CO	PO										PSO			
	1	2	3	4	5	6	7	8	9	10	1	2	3	4
1														
2														
3														
4														
5														

1 – Low. 2 – Medium and 3 – High

CPSSF3021: German –Level-3		
A. Course Framework		
Credits: L-T-P-C: 2-0-0-2		**Syllabus Version: 1**
Contact Hours / Week: 2	**Total Contact Hours:30**	**Level: 50**
Prerequisite:(If applicable)	**NIL**	
Course Learning Objectives:		
CLO1: Engage in discussions and debates on a wide range of topics with fluency and accuracy. **CLO2:** Engage in conversations on a variety of everyday and some complex topics **CLO3:** Comprehend and analyze authentic German texts, including literature and media. **CLO4:** Understand and use intermediate grammatical structures.		
Course Outcomes: On successful completion of the course, Students will be able to,		
CO1: Review of intermediate grammar and vocabulary.(L1,L2 &L3) **CO2**: Practice activities to consolidate language skills (L3) **CO3**: Study of complex grammatical structures, including subjunctive mood, conditional clauses, and advanced verb tenses (L3) **CO4**: Recognize and use idiomatic expressions and phrases appropriately.(L2)		
B. Syllabus		
Module:1: Grammar and Vocabulary		**Hours: 6**
Introduction to the conditional mood. Sentence structure and essential vocabulary. Comprehensive review of all grammatical structures and vocabulary. Engage in dialogues and role-plays.		
Module:2: Writing		**Hours: 6**
Intermediate grammatical structures, including the imperfect tense, reflexive verbs, future and conditional tenses, object pronouns, and the subjunctive mood. Written texts such as personal letters, essays, and descriptions with clear organization and appropriate vocabulary.		
Module:3: Cconditional Past and Present		**Hours: 6**
Usage of conditional past and present. Common verbs in past tense Discussing historical events in Germany. Future plans, career aspirations, and goals.		
Module: 4: Idiomatic expressions		**Hours: 6**
Common German idioms and Phrases. Conversations about German culture, traditions.		

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Module: 5: Conversations	Hours: 6
Hypothetical and conditional sentences. Vocabulary related to various scientific fields and technology. Structure arguments and counterarguments in German.	
Koithan, Ute, Helen Schmitz, and Tanja Sieber. *Aspekte neu B1*. Klett, 2014.Swick, Ed. *Easy German Step-by-Step*. McGraw-Hill, 2014. Durrell, Martin. *Hammer's German Grammar and Usage*. Routledge, 2016. Perlmann-Balme, Michaela, and Susanne Schwalb. *EM Neu 2008 Brückenkurs B1+*. Hueber Verlag, 2008.	
D. Mode of Assessment	
IAT / CCE / SEE	
E. Scheme of Evaluation	

Evaluation -100 marks

1. **Continuous Internal Evaluation (CIE): 50 Marks**

Components	Average of 2 IATs	CCE	Total Marks
Max. Marks	20	30	50

0. **Semester End Examination (SEE) Scheme: 100 Marks (Scaled down to 50 marks).**

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	12	10	3	30	L2
B	6	5	6	30	L3
C	5	4	10	40	L6

F. CO-PO-PSO Mapping

CO-PO-PSO Mapping

CO	PO										PSO			
	1	2	3	4	5	6	7	8	9	10	1	2	3	4
1														
2														
3														
4														
5														

1 – Low. 2 – Medium and 3 – High

GPSDR1061 : Map Your Career Goals

A. Course Framework

Credits: L-T-P-C: GR		**Syllabus Version: 1.0**
Contact Hours / Week: 4	**Total Contact Hours: 4**	**Level: 100**
Prerequisite: (If applicable)	**Students are expected to have undergone: (i) Know Myself, (ii) Explore Career options in the current landscape, (iii) Understanding Industry/Sector**	

Course Learning Objectives:

CLO1: To create an awareness on the process of goals and goal setting – for personal and professional development
CLO2: To get insights about the various tracks to pursue after their graduation: jobs, research, entrepreneurship, and higher education
CLO3: To get insights into mapping the career goals using tools like self-analysis, goal setting, wheel of life
CLO4: To understand and apply the concepts of SMART-ER goals

Course Outcomes: On successful completion of the course, Students will be able to,

CO1: Understand the concept and the importance of goal setting [Level-1]
CO2: Identify, compare and relate their own areas of strengths and weaknesses with respect to goal setting, defining and working on the goals systematically [Level-2]
CO3: To gain clarity on creating SMART goals: immediate term, short-term and long-term [Level-2]
CO4: To design a clear career goal in their chosen career pathway (1 of 4 tracks) and submit it for evaluation and feedback [Level-3]

B. Syllabus

Module: 1 **Hours: 2**

1) Difference between job & career; various types of jobs and job options available including the difference between job role, industry and sector.
2) The process of career mapping using tools like: self-analysis, goal setting, wheel of life
3) Types of goals: immediate term, short-term, and long-term

Module: 2 **Hours: 2**

1) The relevance and importance of SMART-ER goals: Specific, Measurable, Achievable, Realistic, Timely, Evaluative, and Revisited.
2) Planning backward goal setting: moving backwards.
3) Identifying hurdles and devising plans to handle the hurdles
4) Creating a goal template: documenting clear goals, action plans, and handling hurdles

C. References

1.

D. Mode of Assessment

Continuous Internal Evaluation (CIE)

E. Scheme of Evaluation

Components: **CIE**

Common Core

Max Marks	**50**

CPSSF1041: Spanish –Level-1		
A. Course Framework		
Credits: L-T-P-C: 2-0-0-2		**Syllabus Version: 1**
Contact Hours / Week: 2	**Total Contact Hours:30**	**Level: 50**
Prerequisite:(If applicable)	**NIL**	
Course Learning Objectives:		
CLO1: Recognize, understand and pronounce Spanish Phonetics and Alphabets **CLO2**: Introduce Oneself and others in Spanish **CLO3**: Identify and describe various professions in Spanish **CLO4:** Use basic Spanish verbs in simple sentences.		
Course Outcomes: On successful completion of the course, Students will be able to,		
CO1: Introduce themselves and others, and use common Spanish salutations appropriately.(L1,L2) **CO2**: Use polite expressions in Spanish appropriately in social interactions. (L2) **CO3**: Discuss daily activities with improved fluency and accuracy (L3) **CO4**: Identify and use parts of speech correctly in sentences.		
B. Syllabus		
Module:1: Fundamentals of Spanish		**Hours: 6**
Spanish alphabets, numbers, phonetics. Days in a week and months in a year Greeting and introduction – Introduce self and others in Spanish Language.		
Module:2: Description and identification		**Hours: 6**
Different nationalities in Spanish. Name and describe objects using colours in Spanish. Describe various professions in Spanish.		
Module:3: Everyday Vocabulary and Grammar		**Hours: 6**
Basic Spanish phrases and correctly use common verbs. Describe someone's personality using appropriate vocabulary and adjectives. Verbs and Prepositions Used in Descriptions		
Module: 4: Time, Activities, and Preferences		**Hours: 6**
How to Tell Time in Spanish Sports and Activities in Spanish		

PRAVEEN R

Expressing Preferences and Wishes
Module: 5: Daily Activities and Review **Hours: 6** Listening and speaking skills through interactive audio exercises. Quantifiers in various contexts to express quantities. Use of articles in Spanish Verbs and prepositions to describe actions and locations accurately.
1. Kendris, Christopher. *501 Spanish Verbs*. Barron's Educational Series, 2018. 2. Howkins, Angela, and Juan Kattán-Ibarra. 3. DK. *Spanish-English Bilingual Visual Dictionary*. DK, 2017. 4. Richards, Olly. *Spanish Short Stories for Advanced Learners*. John Murray Learning, 2019.
D. Mode of Assessment
IAT / CCE / SEE
E. Scheme of Evaluation

Evaluation -100 marks

1. **Continuous Internal Evaluation (CIE): 50 Marks**

Components	Average of 2 IATs	CCE	Total Marks
Max. Marks	20	30	50

0. Semester End Examination (SEE) Scheme: 100 Marks (Scaled down to 50 marks).

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	12	10	3	30	L2
B	6	5	6	30	L3
C	5	4	10	40	L6

F. CO-PO-PSO Mapping

CO-PO-PSO Mapping

CO	PO										PSO			
	1	2	3	4	5	6	7	8	9	10	1	2	3	4
1														
2														
3														
4														

5														

1 – Low. 2 – Medium and 3 – High

PRAVEEN R