R.D.ENGINEERING COLLEGE,GHAZIABAD

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

2022-23

Branch Code	Programme Name	Course	Course Code	Semester	Year
B.TECH I YEAR	B.Tech (All Branches)	ENVIRONMENT AND ECOLOGY	BAS-104	1	2022-23
B.TECH I YEAR		ENVIRONMENT AND ECOLOGY	BAS-204	2	2022-23
B.TECH I YEAR	B.Tech (All Branches)	SOFT SKILLS	BAS-105	1	2022-23
B.TECH I YEAR		SOFT SKILLS	BAS-205	2	2022-23
10	B.Tech(CS)	Technical Communication	KAS301	4	2022-23
10	B.Tech(CS)	Universal Human Values	KVE 301	3	2022-23
10	B.Tech(CS)	Constitution of India, Law and Engineering	KNC501	5	2022-23
10	B.Tech(CS)	Indian Tradition, Culture and Society	KNC602	6	2022-23
155	B.Tech(IOT)	Universal Human Values	KVE 301	3	2022-23
155	B.Tech(IOT)	Constitution of India, Law and Engineering	KNC501	5	2022-23
155	B.Tech(IOT)	Indian Tradition, Culture and Society	KNC602	6	2022-23
53	B.Tech(AI&ML)	Technical Communication	KAS301	4	2022-23
53	B.Tech(AI&ML)	Universal Human Values	KVE 301	3	2022-23
53	B.Tech(AI&ML)	Constitution of India, Law and Engineering	KNC501	5	2022-23
53	B.Tech(AI&ML)	Indian Tradition, Culture and Society	KNC602	6	2022-23
54	B.Tech(DS)	Technical Communication	KAS301	4	2022-23
54	B.Tech(DS)	Universal Human Values	KVE 301	3	2022-23
54	B.Tech(DS)	Constitution of India, Law and Engineering	KNC501	5	2022-23
54	B.Tech(DS)	Indian Tradition, Culture and Society	KNC602	6	2022-23
13	B.TECH(IT)	Technical Communication	KAS301	4	2022-23
13	B.TECH(IT)	Universal Human Values	KVE 301	3	2022-23
13	B.TECH(IT)	Constitution of India, Law and Engineering	KNC501	5	2022-23
13	B.TECH(IT)	Indian Tradition, Culture and Society	KNC602	6	2022-23
13	B.TECH(IT)	PROJECT MANAGEMENT & ENTREPRENEURSHIP	KHU802	8	2022-23

Director
R.D. Engineering College
Duhai, Ghaziabad

13	B.TECH(IT)	RURAL DEVELOPMENT: ADMINISTRATION AND PLANNING	KHU801	8	2022-23
31	B.TECH(ECE)	Technical Communication	KAS301	3	2022-23
31	B.TECH(ECE)	Universal Human Values	KVE401	4	2022-23
31	B.TECH(ECE)	Constitution of India, Law and Engineering	KNC501	5	2022-23
31	B.TECH(ECE)	Constitution of India, Law and Engineering	KNC601	6	2022-23
31	B.TECH(ECE)	RURAL DEVELOPMENT: ADMINISTRATION AND PLANNING	KHU701	7	2022-23
31	B.TECH(ECE)	PROJECT MANAGEMENT & ENTREPRENEURSHIP	KHU802	8	2022-23
40	B.Tech(ME)	Technical Communication	KAS401	4	2022-23
40	B.Tech(ME)	Universal Human Values	KVE 301	3	2022-23
40	B.Tech(ME)	Constitution of India, Law and Engineering	KNC501	5	2022-23
40	B.Tech(ME)	Indian Tradition, Culture and Society	KNC602	6	2022-23
40	B.Tech(ME)	PROJECT MANAGEMENT & ENTREPRENEURSHIP	KHU702	7	2022-23
40	B.Tech(ME)	RURAL DEVELOPMENT: ADMINISTRATION AND PLANNING	KHU801	8	2022-23
0	B.Tech(CIVIL)	Technical Communication	KAS301	4	2022-23
0	B.Tech(CIVIL)	Constitution of India, Law and Engineering	KNC501	5	2022-23
0	B.Tech(CIVIL)	Indian Tradition, Culture and Society	KNC602	6	2022-23
0	B.Tech(CIVIL)	PROJECT MANAGEMENT & ENTREPRENEURSHIP	KHU702	7	2022-23
0	B.Tech(CIVIL)	RURAL DEVELOPMENT: ADMINISTRATION AND PLANNING	KHU801	8	2022-23
70	MBA	BUSINESS COMMUNICATION	KMBN107	1	2022-23
70	MBA	HUMAN VALUES AND ETHICS	RVE 301	3	2022-23
14	MCA	Principles of Management & Communication	KCA103	1	2022-23
14	MCA	Professional Communication Lab	KCA153	1	2022-23

Director
R.D. Engineering College
Duhai, Ghaziabad

B. Tech. First Year, Semester- I

(All Branches except Agriculture Engineering and Biotechnology)

3- WEEKS STUDENT INDUCTION PROGRAMME in the beginning of the session

SN	Subject Code	Subject Name	Type	Category	Period			Evaluation Scheme					Credit
								Sessional Component		Sessional (SW) (TS/PS)	End Semester Examination (ESE)	Total	
					L	T	P	CT	TA	CT+TA	TE/PE	SW+ESE	Cr
1.	BAS101/ BAS102	Engineering Physics/ Engineering Chemistry	T	BS	3	1	0	20	10	30	70	100	4
2.	BAS103	Engineering Mathematics-I	T	BS	3	1	0	20	10	30	70	100	4
3.	BEE101/ BEC101	Fundamentals of Electrical Engineering/ Fundamentals of Electronics Engineering	T	ES	2	1	0	20	10	30	70	100	3
4.	BCS101/ BME101	Programming for Problem Solving/ Fundamentals of Mechanical Engineering	T	ES	2	1	0	20	10	30	70	100	3
5.	BAS104/ BAS105	Environment and Ecology/ Soft Skills	T	BS/ HS	3	0	0	20	10	30	70	100	3
6.	BAS151/ BAS152	Engineering Physics Lab/ Engineering Chemistry Lab	P	BS	0	0	3	-	50	50	50	100	1
7.	BEE151/ BEC151	Basic Electrical Engineering Lab/ Basic Electronics Engineering Lab	P	ES	0	0	3	-	50	50	50	100	1
8.	BCS151/ BAS155	Programming for Problem Solving Lab/ English Language Lab	P	ES/ HS	0	0	3	-	50	50	50	100	1
9.	BCE151 / BWS151	Engineering Graphics & Design Lab/ Workshop Practice Lab	P	ES	0	1	3	-	50	50	50	100	2
					13	5	12			350	550	900	22

Abbreviation Used:

BS: Basic Science Course
ES: Engineering Science Course
HS: Humanities and Social Science Course
VA: Value Added Course

Director
R.D. Engineering College
Duhai, Ghaziabad

B. Tech. First Year, Semester- II

(All Branches except Agriculture Engineering and Biotechnology)

SN	Subject Code	Subject Name	Type	Category	Period			Evaluation Scheme					Credit
								Sessional Component		Sessional (SW) (TS/PS)	End Semester Examination (ESE)	Total	
					L	T	P	CT	TA	CT+TA	TE/PE	SW+ESE	Cr
1.	BAS202/ BAS201	Engineering Chemistry / Engineering Physics	T	BS	3	1	0	20	10	30	70	100	4
2.	BAS203	Engineering Mathematics-II	T	BS	3	1	0	20	10	30	70	100	4
3.	BEC201/ BEE201	Fundamentals of Electronics Engineering / Fundamentals of Electrical Engineering	T	ES	2	1	0	20	10	30	70	100	3
4.	BME201/ BCS201	Fundamentals of Mechanical Engineering/ Programming for Problem Solving	T	ES	2	1	0	20	10	30	70	100	3
5.	BAS205/ BAS204	Soft Skills / Environment and Ecology	T	HS/ BS	3	0	0	20	10	30	70	100	3
6.	BAS252/ BAS251	Engineering Chemistry Lab / Engineering Physics Lab	P	BS	0	0	3	-	50	50	50	100	1
7.	BEC251/ BEE251	Basic Electronics Engineering Lab/ Basic Electrical Engineering Lab	P	ES	0	0	3	-	50	50	50	100	1
8.	BAS255/ BCS251	English Language Lab / Programming for Problem Solving Lab	P	HS/ ES	0	0	3	-	50	50	50	100	1
9.	BWS251/ BCE251	Workshop Practice Lab / Engineering Graphics & Design Lab	P	ES	0	1	3	-	50	50	50	100	2
10.	BVA251/ BVA252	Sports and Yoga / NSS	P	VA	0	0	3		100	*100		*100	0
					13	5	12+ 3*			350+ *100	550	900+ *100	22

*Compulsory Qualifying Audit Course

Abbreviation Used:

BS: Basic Science Course
ES: Engineering Science Course
HS: Humanities and Social Science Course
VA: Value Added Course

Summer Internship (4-week) / NPTEL Course (4-week) during summer break after Semester-II and same will be assessed/evaluated in the Semester-III

Director
R.D. Engineering College
Duhai, Ghaziabad

BAS104 / BAS204: ENVIRONMENT AND ECOLOGY

Course Objectives:

1. Aims and objectives of environmental education emphasize the relationship between man and the environment and educate young people about the importance of nature and the environment.
2. Environmental education aims to **impart ecological knowledge** and promote environmentally conscious behavior towards nature.
3. It encourages young minds to take **responsibility for protecting** the natural environment protection through information and knowledge and to develop environmental awareness.
4. Incidentally, promoting awareness and a sense of respect for nature leads to a comprehensive understanding of the environment and a reasonable attitude towards protecting it.
5. The focus of environmental education is Awareness, Knowledge, Attitude, Skills, Capacity Building and Participation.

Topics	Contact Hours
Unit-1	**8**
Environment: Definition, Types of Environment, Components of environment, Segments of environment, Scope and importance, Need for Public Awareness. ***Ecosystem:*** Definition, Types of ecosystem, Structure of ecosystem, Food Chain, Food Web, Ecological pyramid. Balance Ecosystem. Effects of Human Activities such as Food, Shelter, Housing, Agriculture, Industry, Mining, Transportation, Economic and Social security on Environment, Environmental Impact Assessment, Sustainable Development.	
Unit-2	8
Natural Resources: Introduction, Classification. ***Water Resources;*** Availability, sources and Quality Aspects, Water Borne and Water Induced Diseases, Fluoride and Arsenic Problems in Drinking Water. ***Mineral Resources;*** Material Cycles; Carbon, Nitrogen and Sulfur cycles. ***Energy Resources;*** Conventional and Non conventional Sources of Energy. ***Forest Resources;*** Availability, Depletion of Forests, Environment impact of forest depletion on society.	
Unit-3	8
Pollution and their Effects; Public Health Aspects of Environmental; Water Pollution, Air Pollution, Soil Pollution, Noise Pollution, Solid waste management.	
Unit-4	8
Current Environmental Issues of Importance; Global Warming, Green House Effects, Climate Change, Acid Rain, Ozone Layer Formation and Depletion, Population Growth and Automobile pollution, Burning of paddy straw.	

Director
R.D. Engineering College
Duhai, Ghaziabad

Unit-5	8
Environmental Protection; Environmental Protection Act 1986, Initiatives by Non Governmental Organizations (NGO's), **Human Population and the Environment:** Population growth, Environmental Education, Women Education.	

Course Outcomes:

Upon completion of the course, the student will be able to:

	Course Outcomes	Bloom's Level
CO-1	Gain in-depth knowledge on natural processes that sustain life, and govern economy.	K2
CO-2	Estimate and Predict the consequences of human actions on the web of life, global economy and quality of human life.	K3
CO-3	Develop critical thinking for shaping strategies (scientific, social, economic and legal) for environmental protection and conservation of biodiversity, social equity and sustainable development.	K4
CO-4	Acquire values and attitudes towards understanding complex environmental-economic social challenges, and participate actively in solving current environmental problems and preventing the future ones.	K3
CO-5	Adopt sustainability as a practice in life, society and industry.	K3

Reference Books:

1. Textbook of Environment and Ecology by Dave, Katewa & Singh, 2nd Edition, Cengage Learning India Pvt Ltd Delhi.
2. Environmental Studies by S Deswal, Dhanpat Rai & Co.
3. Environmental Studies by VK Ahluwalia, 2nd Edition,TERI Press, New Delhi.
4. Environmental Studies by R Rajgopalan, Oxford University Press.
5. Environment & Ecology by Singh & Malviya, Acme Learning

Director
R.D. Engineering College
Duhai, Ghaziabad

BAS105 / BAS205: SOFT SKILLS

Course Objectives:

1. Students will be enabled to **understand** the correct usage of grammar.
2. Students will be able to **converse** well with effective speaking and listening skills in English.
3. Students will be able to **create** substantial base by the formation of strong professional vocabulary for its application at different platforms and through numerous modes as Comprehension, reading and writing
4. Student will be able to **equip** with basics of communication skills and will **apply** it for practical and oral purposes by being honed up in presentation skills and voice-dynamics.
5. Students will be able **build up** personal traits that will make the transition from institution to workplace smoother and help them to excel in their jobs.

Content	Contact Hours
Unit-1 Applied Grammar and Usage:	**8**
Transformation of Sentences: Simple, Compound and Complex, Subject-verb agreement, Prefix and Suffix, Antonyms, Synonyms, Homophones, Homonyms, New word Formation, Select word power	
Unit-2: Listening and Speaking Skills	**8**
Active Listening :Meaning and Art of Listening, Traits of a Good Listener, Listening modes, listening and Note taking, Types of Listening, Listening Techniques using Ted Talk Audio listening with script reading, Pronunciation; Speaking style ; content and sequencing.	
Unit-3: Reading and Writing Skills:	**8**
Reading style: Skimming; Scanning; Churning & Assimilation, Effective writing tools and methods: Inductive Deductive; Exposition; Linear; Interrupted; Spatial & Chronological etc, Official and Business Letter writing, Agenda, Notices, Minutes of meeting,	
Unit-4: Presentation and Interaction Skills	**8**
Introduction to oral communication, Nuances and Modes of Speech Delivery, Public speaking: confidence, clarity, and fluency, Individual Speaking: Elements; Non verbal Communication: Kinesics, Paralinguistic features of Voice-Dynamics, Proxemics, Chronemics, and Presentation Strategies: planning, preparation, organization, delivery	
Unit-5: Work- place skills:	**8**
Leadership qualities; Impact, Communication skills for Leaders: Listening and Responding; Mental health at work place: Managing Stress; Techniques: Application of 4 A's; Avoid; Alter; Access; Adapt	

Director
R.D. Engineering College
Duhai, Ghaziabad

Course Outcomes:

1. **Write** professionally in simple and correct English.
2. **Demonstrate** active listening with comprehension, and the ability to write clear and well-structured emails and proposals.
3. **Learn** the use of correct body language and tone of voice to enhance communication.
4. **Acquire** the skills necessary to communicate effectively and deliver presentations with clarity and impact
5. **Understand** and apply some important aspects of core skills, like Leadership and stress management.

Prescribed Books:

1. Technical Communication, (Second Ed.); O.U.P., Meenakshi Raman & S.Sharma New Delhi, 2011.
2. Business Communication for Managers, Payal Mehra, Pearson, Delhi, 2012.
3. Personality Development, Harold R. Wallace et. al, Cengage Learning India Pvt. Ltd; New Delhi 2006.
4. Practical Communication by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.; Krishan Nagar, Delhi 2013.
5. Personality Development & Soft Skills, Barun K.Mitra, Oxford University Press, New Delhi, 2012.
6. Public Speaking, William S. Pfeiffer, Pearson, Delhi, 2012.
7. Human Values, A.N. Tripathi, New Age International Pvt. Ltd. Publishers New Delhi, 2005.
8. English Grammar & Usage, R.P.Sinha, Oxford University Press, New Delhi, 2005.
9. English Grammar & Composition, *Wren* & Martin S.Chand & Co Ltd, New Delhi, 2009.
10. Soft Skills for Everyone. Jeff Butterfield, Cengage Learning India Pvt. Ltd; New Delhi 2017.

Director
R.D. Engineering College
Duhai, Ghaziabad

B.TECH (COMPUTER SCIENCE & ENGINEERING/ COMPUTER SCIENCE)
CURRICULUM STRUCTURE

SEMESTER- V													
Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KCS501	Database Management System	3	1	0	30	20	50		100		150	4
2	KCS502	Compiler Design	3	1	0	30	20	50		100		150	4
3	KCS503	Design and Analysis of Algorithm	3	1	0	30	20	50		100		150	4
4	Deptt. Elective-I	Departmental Elective-I	3	0	0	30	20	50		100		150	3
5	Deptt. Elective-II	Departmental Elective-II	3	0	0	30	20	50		100		150	3
6	KCS551	Database Management System Lab	0	0	2				25		25	50	1
7	KCS552	Compiler Design Lab	0	0	2				25		25	50	1
8	KCS553	Design and Analysis of Algorithm Lab	0	0	2				25		25	50	1
9	KCS554	Mini Project or Internship Assessment*	0	0	2				50			50	1
10	KNC501/ KNC502	Constitution of India, Law and Engineering / Indian Tradition, Culture and Society	2	0	0	15	10	25		50			
11		MOOCs (Essential for Hons. Degree)											
		Total	**17**	**3**	**8**							**950**	**22**

*The Mini Project or internship (4 weeks) conducted during summer break after IV semester and will be assessed during V semester.

Director
R.D. Engineering College
Duhai Ghaziabad

B.TECH (COMPUTER SCIENCE AND ENGINEERING)

SEMESTER- III

Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KOE031-38/ KAS302	Engineering Science Course/Maths IV	3	1	0	30	20	50		100		150	4
2	KAS301/ KVE 301	Technical Communication/Universal Human values	2 3	1 0	0 0	30	20	50		100		150	3
3	KCS301	Data Structure	3	1	0	30	20	50		100		150	4
4	KCS302	Computer Organization and Architecture	3	1	0	30	20	50		100		150	4
5	KCS303	Discrete Structures & Theory of Logic	3	0	0	30	20	50		100		150	3
6	KCS351	Data Structures Using C Lab	0	0	2				25		25	50	1
7	KCS352	Computer Organization Lab	0	0	2				25		25	50	1
8	KCS353	Discrete Structure & Logic Lab	0	0	2				25		25	50	1
9	KCS354	Mini Project or Internship Assessment*	0	0	2			50				50	1
10	KNC301/ KNC302	Computer System Security/Python Programming	2	0	0	15	10	25		50			0
11		MOOCs (Essential for Hons. Degree)											
		Total										**950**	**22**

*The Mini Project or internship (3-4 weeks) conducted during summer break after II semester and will be assessed during III semester.

Director
R.D. Engineering College
Duhai, Ghaziabad

SEMESTER- VI													
Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KCS601	Software Engineering	3	1	0	30	20	50		100		150	4
2	KCS602	Web Technology	3	1	0	30	20	50		100		150	4
3	KCS603	Computer Networks	3	1	0	30	20	50		100		150	4
4	Deptt. Elective-III	Departmental Elective-III	3	0	0	30	20	50		100		150	3
5		Open Elective-I [Annexure - B(iv)]	3	0	0	30	20	50		100		150	3
6	KCS651	Software Engineering Lab	0	0	2				25		25	50	1
7	KCS652	Web Technology Lab	0	0	2				25		25	50	1
8	KCS653	Computer Networks Lab	0	0	2				25		25	50	1
9	KNC501/ KNC502	Constitution of India, Law and Engineering / Indian Tradition, Culture and Society	2	0	0	15	10	25		50			
10		MOOCs (Essential for Hons. Degree)											
		Total	**0**	**3**	**6**							**900**	**21**

Departmental Elective-I

1. KCS-051 Data Analytics
2. KCS-052 Web Designing
3. KCS-053 Computer Graphics
4. KCS-054 Object Oriented System Design

Departmental Elective-II

1. KCS-055 Machine Learning Techniques
2. KCS-056 Application of Soft Computing
3. KCS-057 Augmented & Virtual Reality
4. KCS-058 Human Computer Interface

Departmental Elective-III

1. KCS-061 Big Data
2. KCS-062 Image Processing
3. KCS-063 Real Time Systems
4. KCS-064 Data Compression

Director
R.D. Engineering College
Duhai, Ghaziabad

B.TECH (COMPUTER SCIENCE AND ENGINEERING)

SEMESTER- III

Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KOE031-38/ KAS302	Engineering Science Course/Maths IV	3	1	0	30	20	50		100		150	4
2	KAS301/ KVE 301	Technical Communication/Universal Human values	2 3	1 0	0 0	30	20	50		100		150	3
3	KCS301	Data Structure	3	1	0	30	20	50		100		150	4
4	KCS302	Computer Organization and Architecture	3	1	0	30	20	50		100		150	4
5	KCS303	Discrete Structures & Theory of Logic	3	0	0	30	20	50		100		150	3
6	KCS351	Data Structures Using C Lab	0	0	2				25		25	50	1
7	KCS352	Computer Organization Lab	0	0	2				25		25	50	1
8	KCS353	Discrete Structure & Logic Lab	0	0	2				25		25	50	1
9	KCS354	Mini Project or Internship Assessment*	0	0	2			50				50	1
10	KNC301/ KNC302	Computer System Security/Python Programming	2	0	0	15	10	25		50			0
11		MOOCs (Essential for Hons. Degree)											
		Total										**950**	**22**

*The Mini Project or internship (3-4 weeks) conducted during summer break after II semester and will be assessed during III semester.

Director
R.D. Engineering College
Duhai, Ghaziabad

A Foundation course
In
Universal Human Values and Professional Ethics

Universal Human Values and Professional Ethics **[L-T-P: 3-0-0]**

Course Objectives

This introductory course input is intended

1. To help the students appreciate the essential complementarily between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity, which are the core aspirations of all human beings

2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of Existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way

3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behavior and mutually enriching interaction with Nature

Thus, this course is intended to provide a much needed orientational input in value education to the young enquiring minds.

Course Methodology

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.
2. It is free from any dogma or value prescriptions.
3. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation.
4. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student leading to continuous self-evolution.
5. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

Director
R.D. Engineering College
Duhai, Ghaziabad

Course Syllabus: Universal Human Values and Professional Ethics [L-T-P: 3-0-0]

The whole course is divided into 5 modules.

After every two lectures of one hour each, there is a 2 hour practice session.

The teachers are oriented to the inputs through an eight to ten day workshop (Teachers' Orientation Program).

The Teacher's Manual provides them the lecture outline. The outline has also been elaborated into presentations and provided in a DVD with this book to facilitate sharing.

The teacher is expected to present the issues to be discussed as propositions and encourage the students to have a dialogue. The process of dialogue is enriching for both, the teacher as well as the students.

The syllabus for the lectures is given below:

UNIT 1: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education

1. Understanding the need, basic guidelines, content and process for Value Education
2. Self Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration
3. Continuous Happiness and Prosperity- A look at basic Human Aspirations
4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority
5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario
6. Method to fulfill the above human aspirations: understanding and living in **harmony** at various levels

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT 2: Understanding Harmony in the Human Being - Harmony in Myself!

7. Understanding human being as a co-existence of the sentient 'I' and the material 'Body'
8. Understanding the needs of Self ('I') and 'Body' - *Sukh* and *Suvidha*
9. Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer)
10. Understanding the characteristics and activities of 'I' and harmony in 'I'
11. Understanding the harmony of I with the Body: *Sanyam* and *Swasthya*; correct appraisal of Physical needs, meaning of Prosperity in detail
12. Programs to ensure *Sanyam* and *Swasthya*

    - Practice Exercises and Case Studies will be taken up in Practice Sessions.

UNIT 3: Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship

13. *Understanding Harmony in the family – the basic unit of human interaction*
14. Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*;
    Trust (*Vishwas)* and Respect (*Samman)* as the foundational values of relationship
15. Understanding the meaning of *Vishwas*; Difference between intention and competence
16. Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship
17. Understanding the harmony in the society (society being an extension of family): *Samadhan, Samridhi, Abhay, Sah-astitva* as comprehensive Human Goals
18. Visualizing a universal harmonious order in society- Undivided Society (*Akhand Samaj),* Universal Order (*Sarvabhaum Vyawastha)*- from family to world family!

    - Practice Exercises and Case Studies will be taken up in Practice Sessions.

UNIT 4: Understanding Harmony in the Nature and Existence - Whole existence as Co-existence

19. Understanding the harmony in the Nature
20. Interconnectedness and mutual fulfillment among the four orders of nature-recyclability and self-regulation in nature
21. Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space
22. Holistic perception of harmony at all levels of existence

    - Practice Exercises and Case Studies will be taken up in Practice Sessions.

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT 5: Implications of the above Holistic Understanding of Harmony on Professional Ethics

23. Natural acceptance of human values
24. Definitiveness of Ethical Human Conduct
25. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order
26. Competence in professional ethics:
    a) Ability to utilize the professional competence for augmenting universal human order
    b) Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems,
    c) Ability to identify and develop appropriate technologies and management patterns for above production systems.
27. Case studies of typical holistic technologies, management models and production systems
28. Strategy for transition from the present state to Universal Human Order:
    a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers
    b) At the level of society: as mutually enriching institutions and organizations

Guidelines and Content for Practice Sessions

UNIT 1: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education

PS 1: Introduce yourself in detail. What are the goals in your life? How do you set your goals in your life? How do you differentiate between right and wrong? What have been your achievements and shortcomings in your life? Observe and analyze them.

Expected outcome: the students start exploring themselves; get comfortable to each other and to the teacher and start finding the need and relevance for the course.

PS 2: Now-a-days, there is a lot of voice about many techno-genic maladies such as energy and natural resource depletion, environmental pollution, global warming, ozone depletion, deforestation, soil degradation, etc. – all these seem to be man-made problems threatening the survival of life on Earth – What is the root cause of these maladies & what is the way out in your opinion?

On the other hand, there is rapidly growing danger because of nuclear proliferation, arms race, terrorism, criminalization of politics, large scale corruption, scams, breakdown of relationships, generation gap, depression & suicidal attempts, etc – what do you think, is the root cause of these threats to human happiness and peace – what could be the way out in your opinion?

Expected outcome: the students start finding that technical education without study of human values can generate more problems than solutions. They also start feeling that lack of understanding of human values is the root cause of all problems and the sustained

Director
R.D. Engineering College
Duhai, Ghaziabad

solution could emerge only through understanding of human values and value based living. Any solution brought out through fear, temptation or dogma will not be sustainable.

PS 3:

1. Observe that each one of us has Natural Acceptance, based on which one can verify right or not right for him. Verify this in case of

i) What is Naturally Acceptable to you in relationship- Feeling of respect or disrespect?

ii) What is Naturally Acceptable to you – to nurture or to exploit others?

Is your living the same as your natural acceptance or different?

2. Out of the three basic requirements for fulfillment of your aspirations- right understanding, relationship and physical facilities, observe how the problems in your family are related to each. Also observe how much time & effort you devote for each in your daily routine.

Expected outcome:

1. The students are able to see that verification on the basis of natural acceptance and experiential validation through living is the only way to verify right or wrong, and referring to any external source like text or instrument or any other person cannot enable them to verify with authenticity; it will only develop assumptions.
2. The students are able to see that their practice in living is not in harmony with their natural acceptance most of the time, and all they need to do is to refer to their natural acceptance to remove this disharmony.
3. The students are able to see that lack of right understanding leading to lack of relationship is the major cause of problems in their family and not the lack of physical facilities in most of the cases, while they have given higher priority to earning of physical facilities in their life ignoring relationships and not being aware that right understanding is the most important requirement for any human being.

UNIT 2: Understanding Harmony in the Human Being - Harmony in Myself!

PS 4: List down all your desires. Observe whether the desire is related to Self (I) or Body. If it appears to be related to both, see which part of it is related to Self (I) and which part is related to Body.

Expected outcome: the students are able to see that they can enlist their desires and the desires are not vague. Also they are able to relate their desires to 'I' and 'Body' distinctly. If any desire appears related to both, they are able to see that the feeling is related to I while the physical facility is related to the body. They are also able to see that 'I' and 'Body' are two realities, and most of their desires are related to 'I' and not body, while their efforts are mostly centered on the fulfillment of the needs of the body assuming that it will meet the needs of 'I' too.

PS 5:

1. a. Observe that any physical facility you use, follows the given sequence with time : Necessary & tasteful→ unnecessary & tasteful → unnecessary & tasteless → intolerable

b. In contrast, observe that any feeling in you is either naturally acceptable or not acceptable at all. If naturally acceptable, you want it continuously and if not acceptable, you do not want it any moment!

Director
R.D. Engineering College
Duhai, Ghaziabad

2. List down all your activities. Observe whether the activity is of 'I' or of Body or with the participation of both 'I' and Body.
3. Observe the activities within 'I'. Identify the object of your attention for different moments (over a period of say 5 to 10 minutes) and draw a line diagram connecting these points. Try to observe the link between any two nodes.

Expected outcome:

1. The students are able to see that all physical facilities they use are required for a limited time in a limited quantity. Also they are able to see that in case of feelings, they want continuity of the naturally acceptable feelings and they do not want feelings which are not naturally acceptable even for a single moment.
2. the students are able to see that activities like understanding, desire, thought and selection are the activities of 'I' only, the activities like breathing, palpitation of different parts of the body are fully the activities of the body with the acceptance of 'I' while the activities they do with their sense organs like hearing through ears, seeing through eyes, sensing through touch, tasting through tongue and smelling through nose or the activities they do with their work organs like hands, legs etc. are such activities that require the participation of both 'I' and body.
3. The students become aware of their activities of 'I' and start finding their focus of attention at different moments. Also they are able to see that most of their desires are coming from outside (through preconditioning or sensation) and are not based on their natural acceptance.

PS 6:

1. Chalk out programs to ensure that you are responsible to your body- for the nurturing, protection and right utilisation of the body.
2. Find out the plants and shrubs growing in and around your campus. Find out their use for curing different diseases.

Expected outcome: The students are able to list down activities related to proper upkeep of the body and practice them in their daily routine. They are also able to appreciate the plants wildly growing in and around the campus which can be beneficial in curing different diseases.

UNIT 3: Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship

PS 7: Form small groups in the class and in that group initiate dialogue and ask the eight questions related to trust. The eight questions are :

1a. Do I want to make myself happy?
2a. Do I want to make the other happy?
3a. Does the other want to make him happy?
4a. Does the other want to make me happy?

What is the answer?
Intention (Natural Acceptance)

1b. Am I able to make myself always happy?
2b. Am I able to make the other always happy?
3b. Is the other able to make him always happy?
4b. Is the other able to make me always happy?

What is the answer?
Competence

Director
R.D. Engineering College
Duhai, Ghaziabad

Let each student answer the questions for himself and everyone else. Discuss the difference between intention and competence. Observe whether you evaluate your intention & competence as well as the others' intention & competence.

Expected outcome: The students are able to see that the first four questions are related to our Natural Acceptance i.e. Intention and the next four to our Competence. They are able to note that the intention is always correct, only competence is lacking! We generally evaluate ourselves on the basis of our intention and others on the basis of their competence! We seldom look at our competence and others' intention as a result we conclude that I am a good person and other is a bad person.

PS 8:

1. Observe on how many occasions you are respecting your related ones (by doing the right evaluation) and on how many occasions you are disrespecting by way of under-evaluation, over-evaluation or otherwise evaluation.
2. Also observe whether your feeling of respect is based on treating the other as yourself or on differentiations based on body, physical facilities or beliefs.

Expected outcome: The students are able to see that respect is right evaluation, and only right evaluation leads to fulfillment in relationship. Many present problems in the society are an outcome of differentiation (lack of understanding of respect), like gender biasness, generation gap, caste conflicts, class struggle, dominations through power play, communal violence, clash of isms, and so on so forth. All these problems can be solved by realizing that the other is like me as he has the same natural acceptance, potential and program to ensure a happy and prosperous life for him and for others though he may have different body, physical facilities or beliefs.

PS 9:

1. Write a note in the form of story, poem, skit, essay, narration, dialogue to educate a child. Evaluate it in a group.
2. Develop three chapters to introduce 'social science- its need, scope and content' in the primary education of children

Expected outcome: The students are able to use their creativity for educating children. The students are able to see that they can play a role in providing value education for children. They are able to put in simple words the issues that are essential to understand for children and comprehensible to them. The students are able to develop an outline of holistic model for social science and compare it with the existing model.

Module 4: Understanding Harmony in the Nature and Existence - Whole existence as Co-existence

PS 10: List down units (things) around you. Classify them in four orders. Observe and explain the mutual fulfillment of each unit with other orders.

Expected outcome: The students are able to differentiate between the characteristics and activities of different orders and study the mutual fulfillment among them. They are also able to see that human beings are not fulfilling to other orders today and need to take appropriate steps to ensure right participation(in terms of nurturing, protection and right utilization) in the nature.

Director
R.D. Engineering College
Duhai, Ghaziabad

PS 11:

1. Make a chart for the whole existence. List down different courses of studies and relate them to different units or levels in the existence.
2. Choose any one subject being taught today. Evaluate it and suggest suitable modifications to make it appropriate and holistic.

Expected outcome: The students feel confident that they can understand the whole existence; nothing is a mystery in this existence. They are also able to see the interconnectedness in the nature, and point out how different courses of study relate to the different units and levels. Also they are able to make out how these courses can be made appropriate and holistic.

UNIT 5: Implications of the above Holistic Understanding of Harmony at all Levels of Existence

PS 12: Choose any two current problems of different kind in the society and suggest how they can be solved on the basis of natural acceptance of human values. Suggest steps you will take in present conditions.

Expected outcome: The students are able to present sustainable solutions to the problems in society and nature. They are also able to see that these solutions are practicable and draw roadmaps to achieve them.

PS 13:

1. Suggest ways in which you can use your knowledge of Technology/Engineering/ Management for universal human order, from your family to the world family.
2. Suggest one format of humanistic constitution at the level of nation from your side.

Expected outcome: The students are able to grasp the right utilization of their knowledge in their streams of Technology/Engineering/ Management to ensure mutually enriching and recyclable productions systems.

PS 14: The course is going to be over now. Evaluate your state before and after the course in terms of

a. Thought b. Behavior and c. Work d. Realization

Do you have any plan to participate in the transition of the society after graduating from the institute? Write a brief note on it.

Expected outcome: The students are able to sincerely evaluate the course and share with their friends. They are also able to suggest measures to make the course more effective and relevant. They are also able to make use of their understanding in the course for a happy and prosperous society.

Director
R.D. Engineering College
Duhai, Ghaziabad

Reference Material

The primary resource material for teaching this course consists of

a. The text book

R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics, Excel books, New Delhi, 2010, ISBN 978-8-174-46781-2

b. The teacher's manual

R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics – Teachers Manual, Excel books, New Delhi, 2010

c. A set of DVDs containing

- Video of Teachers' Orientation Program
- PPTs of Lectures and Practice Sessions
- Audio-visual material for use in the practice sessions

In addition, the following reference books may be found useful for supplementary reading in connection with different parts of the course:

1. B L Bajpai, 2004, *Indian Ethos and Modern Management*, New Royal Book Co., Lucknow. Reprinted 2008.
2. PL Dhar, RR Gaur, 1990, *Science and Humanism*, Commonwealth Purblishers.
3. Sussan George, 1976, *How the Other Half Dies,* Penguin Press. Reprinted 1986, 1991
4. Ivan Illich, 1974, *Energy & Equity,* The Trinity Press, Worcester, and HarperCollins, USA
5. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, limits to Growth, Club of Rome's Report, Universe Books.
6. Subhas Palekar, 2000, *How to practice Natural Farming,* Pracheen(Vaidik) Krishi Tantra Shodh, Amravati.
7. A Nagraj, 1998, *Jeevan Vidya ek Parichay,* Divya Path Sansthan, Amarkantak.
8. E.F. Schumacher, 1973, *Small is Beautiful: a study of economics as if people mattered*, Blond & Briggs, Britain.
9. A.N. Tripathy, 2003, *Human Values*, New Age International Publishers.

Relevant websites, movies and documentaries

1. Value Education websites, http://uhv.ac.in, *http://www.uptu.ac.in*
2. Story of Stuff, *http://www.storyofstuff.com*
3. Al Gore, *An Inconvenient Truth*, Paramount Classics, USA
4. Charlie Chaplin, *Modern Times*, United Artists, USA
5. IIT Delhi, *Modern Technology – the Untold Story*
6. *Gandhi A., Right Here Right Now, Cyclewala Productions*

Director
R.D. Engineering College
Duhai, Ghaziabad

B.TECH (COMPUTER SCIENCE AND ENGINEERING)

Information Technology

SEMESTER- III

Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KOE031-38/ KAS302	Engineering Science Course/Maths-IV	3	1	0	30	20	50		100		150	4
2	KAS301/ KVE301	Technical Communication/Universal Human Values	2 3	1 0	0 0	30	20	50		100		150	3
3	KCS301	Data Structure	3	1	0	30	20	50		100		150	4
4	KCS302	Computer Organization and Architecture	3	1	0	30	20	50		100		150	4
5	KCS303	Discrete Structures & Theory of Logic	3	0	0	30	20	50		100		150	3
6	KCS351	Data Structures Using C Lab	0	0	2				25		25	50	1
7	KCS352	Computer Organization Lab	0	0	2				25		25	50	1
8	KCS353	Discrete Structure & Logic Lab	0	0	2				25		25	50	1
9	KCS354	Mini Project or Internship Assessment*	0	0	2			50				50	1
10	KNC301/ KNC302	Computer System Security/Python Programming	2	0	0	15	10	25		50			0
11		MOOCs (Essential for Hons. Degree)											
		Total										**950**	**22**

*The Mini Project or internship (3-4 weeks) conducted during summer break after II semester and will be assessed during III semester.

Director
R.D. Engineering College
Duhai, Ghaziabad

SEMESTER- IV												
Sl. No.	**Subject Codes**	**Subject**	**Periods**			**Evaluation Scheme**				**End Semester**		**Total**	**Credit**
			L	**T**	**P**	**CT**	**TA**	**Total**	**PS**	**TE**	**PE**		
1	KAS402/ KOE041-48	Maths IV/Engg. Science Course	3	1	0	30	20	50		100		150	4
2	KVE401/ KAS401	Universal Human Values/Technical Communication	3 2	0 1	0 0	30	20	50		100		150	3
3	KCS401	Operating Systems	3	0	0	30	20	50		100		150	3
4	KCS402	Theory of Automata and Formal Languages	3	1	0	30	20	50		100		150	4
5	KIT401	Web Designing	3	1	0	30	20	50		100		150	4
6	KCS451	Operating Systems Lab	0	0	2				25		25	50	1
7	KIT451	Web Designing Lab	0	0	2				25		25	50	1
8	KCS453	Python Language Programming Lab	0	0	2				25		25	50	1
9	KNC402/ KNC401	Python Programming/ Computer System Security	2	0	0	15	10	25		50			0
10		MOOCs (Essential for Hons. Degree)											
		Total										**900**	**21**

Director
R.D. Engineering College
Duhai, Ghaziabad

B.TECH (INFORMATION TECHNOLOGY AND CSI) CURRICULUM STRUCTURE

SEMESTER- V

Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KCS501	Database Management System	3	1	0	30	20	50		100		150	4
2	KIT501	Web Technology	3	1	0	30	20	50		100		150	4
3	KCS503	Design and Analysis of Algorithm	3	1	0	30	20	50		100		150	4
4	Deptt-Elective-I	Departmental Elective-I	3	0	0	30	20	50		100		150	3
5	Deptt.-Elective-II	Departmental Elective-II	3	0	0	30	20	50		100		150	3
6	KCS551	Database Management System Lab	0	0	2				25		25	50	1
7	KIT551	Web Technology Lab	0	0	2				25		25	50	1
8	KCS553	Design and Analysis of Algorithm Lab	0	0	2				25		25	50	1
9	KCS554	Mini Project or Internship Assessment*	0	0	2				50			50	1
10	KNC501/ KNC502	Constitution of India, Law and Engineering / Indian Tradition, Culture and Society	2	0	0	15	10	25		50			
11		MOOCs (Essential for Hons. Degree)											
		Total	**17**	**3**	**8**							**950**	**22**

*The Mini Project or internship (4 weeks) conducted during summer break after IV semester and will be assessed during V semester.

Director
R.D. Engineering College
Duhai, Ghaziabad

SEMESTER- VI												
Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KCS601	Software Engineering	3	1	0	30	20	50		100		150	4
2	KIT601	Data Analytics	3	1	0	30	20	50		100		150	4
3	KCS603	Computer Networks	3	1	0	30	20	50		100		150	4
4	Deptt-Elective-III	Departmental Elective-III	3	0	0	30	20	50		100		150	3
5		Open Elective-I	3	0	0	30	20	50		100		150	3
6	KCS651	Software Engineering Lab	0	0	2				25		25	50	1
7	KIT651	Data Analytics Lab	0	0	2				25		25	50	1
8	KCS653	Computer Networks Lab	0	0	2				25		25	50	1
9	KNC601/ KNC602	Constitution of India, Law and Engineering / Indian Tradition, Culture and Society	2	0	0	15	10	25		50			
10		MOOCs (Essential for Hons. Degree)											
		Total	**0**	**3**	**6**							**900**	**21**

Departmental Elective-I

1. KIT-051 Statistical Computing
2. KIT-052 Compiler Design
3. KCS-053 Computer Graphics
4. KCS-054 Object Oriented System Design

Departmental Elective-II

5. KCS-055 Machine Learning Techniques
6. KCS-056 Application of Soft Computing
7. KCS-057 Augmented & Virtual Reality
8. KCS-058 Human Computer Interface

Departmental Elective-III

1. KCS-061 Big Data
2. KCS-062 Image Processing
3. KIT -061 Blockchain Architecture Design
4. KCS-064 Data Compression

Director
R.D. Engineering College
Duhai, Ghaziabad

ECE (2022-23)

B. Tech
Electronics and Communication Engineering

S. No.	Course Code	CourseTitle	Periods			Evaluation Scheme				End Semester		Total	Credits
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KEC-501	IntegratedCircuits	3	1	0	30	20	50		100		150	4
2	KEC-502	Microprocessor& Microcontroller	3	1	0	30	20	50		100		150	4
3	KEC-503	DigitalSignalProcessing	3	1	0	30	20	50		100		150	4
4	KEC-051–054	DepartmentElective-I	3	0	0	30	20	50		100		150	3
5	KEC-055-058	DepartmentElective-II	3	0	0	30	20	50		100		150	3
6	KEC-551	IntegratedCircuitsLab	0	0	2				25		25	50	1
7	KEC-552	Microprocessor &MicrocontrollerLab	0	0	2				25		25	50	1
8	KEC-553	DigitalSignalProcessingLab	0	0	2				25		25	50	1
9	KEC-554	MiniProject/Internship**	0	0	2				50			50	1
10	KNC501/KNC502	ConstitutionofIndia,Lawand Engineering/IndianTradition, Culture and Society	2	0	0	15	10	25		50			NC
11		MOOCs (EssentialforHons.Degree)											
		Total										**950**	**22**

**TheMiniProjectorInternship(4weeks)conductedduringsummerbreakafterIVSemesterandwillbeassessedduringVth Semester.

CourseCode **CourseTitleDepartmentElective-I**

KEC-051 Computer Architecture and Organization
KEC-052 Industrial Electronics
KEC-053 VLSITechnology
KEC-054 AdvanceDigitalDesignusingVerilog

DepartmentElective-II

KEC-055 ElectronicsSwitching
KEC-056 AdvanceSemiconductorDevice
KEC-057 Electronics Measurement & Instrumentation
KEC-058 Optical Communication

Director
R.D. Engineering College
Duhai Ghaziabad

B.Tech.

ElectronicsandCommunicationEngineering

S. No.	Course Code	CourseTitle	Periods			EvaluationScheme				End Semester		Total	Credits
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KEC-601	DigitalCommunication	3	1	0	30	20	50		100		150	4
2	KEC-602	Control System	3	1	0	30	20	50		100		150	4
3	KEC-603	AntennaandWavePropagation	3	1	0	30	20	50		100		150	4
4		DepartmentElective–III	3	0	0	30	20	50		100		150	3
5		OpenElective-I	3	0	0	30	20	50		100		150	3
6	KEC-651	DigitalCommunicationLab	0	0	2				25		25	50	1
7	KEC-652	ControlSystemLab	0	0	2				25		25	50	1
8	KEC-653	ElectiveLab	0	0	2				25		25	50	1
9	KNC601/ KNC602	ConstitutionofIndia,Lawand Engineering/IndianTradition, Culture and Society	2	0	0	15	10	25		50			NC
10		MOOCs (EssentialforHons.Degree)											
		Total										**900**	**21**

CourseCode **CourseTitleDepartmentElective-III**

KEC-061	Microcontroller&EmbeddedSystemDesign
KEC-062	SatelliteCommunication
KEC-063	DataCommunicationNetworks
KEC-064	Analog Signal Processing
KEC-065	RandomVariables&StochasticProcess

CourseCode **ElectiveLab**

KEC-653A	Measurement&InstrumentationLab
KEC-653B	Cad for Electronics Lab
KEC-653C	Microcontroller&EmbeddedSystem Design

Director
R.D. Engineering College
Duhai, Ghaziabad

CONSTITUTION OF INDIA, LAW AND ENGINEERING

L:T: P: 2: 0:0

Module 1--Introduction and Basic Information about Indian Constitution:

Meaning of the constitution law and constitutionalism, Historical Background of the Constituent Assembly, Government of India Act of 1935 and Indian Independence Act of 1947,Enforcement of the Constitution, Indian Constitution and its Salient Features, The Preamble of the Constitution, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy, Parliamentary System, Federal System, Centre-State Relations, Amendment of the Constitutional Powers and Procedure, The historical perspectives of the constitutional amendments in India, Emergency Provisions: National Emergency, President Rule, Financial Emergency, and Local Self Government – Constitutional Scheme in India.

Module 2-Union Executive and State Executive:

Powers of Indian Parliament Functions of Rajya Sabha, Functions of Lok Sabha, Powers and Functions of the President, Comparison of powers of Indian President with the United States, Powers and Functions of the Prime Minister, Judiciary – The Independence of the Supreme Court, Appointment of Judges, Judicial Review, Public Interest Litigation, Judicial Activism, LokPal, Lok Ayukta, The Lokpal and Lok ayuktas Act 2013, State Executives – Powers and Functions of the Governor, Powers and Functions of the Chief Minister, Functions of State Cabinet, Functions of State Legislature, Functions of High Court and Subordinate Courts.

Module 3- Introduction and Basic Information about Legal System:

The Legal System: Sources of Law and the Court Structure: Enacted law -Acts of Parliament are of primary legislation, Common Law or Case law, Principles taken from decisions of judges constitute binding legal rules. The Court System in India and Foreign Courtiers (District Court, District Consumer Forum, Tribunals, High Courts, Supreme Court). Arbitration: As an alternative to resolving disputes in the normal courts, parties who are in dispute can agree that this will instead be referred to arbitration. Contract law, Tort, Law at workplace.

Module 4- Intellectual Property Laws and Regulation to Information:

Intellectual Property Laws: Introduction, Legal Aspects of Patents, Filing of Patent Applications, Rights from Patents, Infringement of Patents, Copyright and its Ownership, Infringement of Copyright, Civil Remedies for Infringement, Regulation to Information-Introduction, Right to Information Act, 2005, Information Technology Act, 2000, Electronic Governance, Secure Electronic Records and Digital Signatures, Digital Signature Certificates, Cyber Regulations Appellate Tribunal, Offences, Limitations of the Information Technology Act.

Module 5 -Business Organizations and E-Governance:

Sole Traders, Partnerships: Companies: The Company's Act: Introduction, Formation of a Company, Memorandum of Association, Articles of Association, Prospectus, Shares, Directors, General Meetings and Proceedings, Auditor, Winding up.

E-Governance and role of engineers in E-Governance, Need for reformed engineering serving at the Union and State level, Role of I.T. professionals in Judiciary, Problem of Alienation and Secessionism in few states creating hurdles in Industrial development.

Director
R.D. Engineering College
Duhai, Ghaziabad

COURSE OBJECTIVE:

- To acquaint the students with legacies of constitutional development in India and help those to understand the most diversified legal document of India and philosophy behind it.
- To make students aware of the theoretical and functional aspects of the Indian Parliamentary System.
- To channelize students' thinking towards basic understanding of the legal concepts and its implications for engineers.
- To acquaint students with latest intellectual property rights and innovation environment with related regulatory framework.
- To make students learn about role of engineering in business organizations and e-governance.

COURSE OUTCOME: At the end of the course, learners should be able to-

1. Identify and explore the basic features and modalities about Indian constitution.
2. Differentiate and relate the functioning of Indian parliamentary system at the center and state level.
3. Differentiate different aspects of Indian Legal System and its related bodies.
4. Discover and apply different laws and regulations related to engineering practices.
5. Correlate role of engineers with different organizations and governance models

Pedagogy: Lecture, Problem based learning, Group discussions, Visual media, Films, Documentaries, Debate forums.

Suggested Readings:

- Brij Kishore Sharma: *Introduction to the Indian Constitution*, 8th Edition, PHI Learning Pvt. Ltd.
- Granville Austin: *The Indian Constitution: Cornerstone of a Nation (Classic Reissue)*, Oxford University Press.
- Subhash C. Kashyap: *Our Constitution: An Introduction to India's Constitution and constitutional Law*, NBT, 2018.
- Madhav Khosla: *The Indian Constitution*, Oxford University Press.
- PM Bakshi: *The Constitution of India*, Latest Edition, Universal Law Publishing.
- V.K. Ahuja: *Law Relating to Intellectual Property Rights* (2007)
- Suresh T. Viswanathan: *The Indian Cyber Laws, Bharat Law House*, New Delhi-88
- P. Narayan: Intellectual Property Law, Eastern Law House, New Delhi
- Prabudh Ganguli: *Gearing up for Patents: The Indian Scenario*, Orient Longman.
- BL Wadehra: Patents, Trademarks, *Designs and Geological Indications Universal Law* Publishing - LexisNexis.
- *Intellectual Property Rights: Law and Practice, Module III* by ICSI (only relevant sections)
- Executive programme study material Company Law, Module II, by ICSI (The Institute of Companies Secretaries of India) (Only relevant sections i.e., Study 1, 4 and 36).https://www.icsi.edu/media/webmodules/publications/Company%20Law.pdf
- Handbook on e-Governance Project Lifecycle, Department of Electronics & Information Technology, Government of India, https://www.meity.gov.in/writereaddata/files/e-Governance_Project_Lifecycle_Participant_Handbook-5Day_CourseV1_20412.pdf
- Companies Act, 2013 Key highlights and analysis by PWC. https://www.pwc.in/assets/pdfs/publications/2013/companies-act-2013-key-highlights-and-analysis.pdf

Director
R.D. Engineering College
Duhai, Ghaziabad

Referred Case Studies:

- Keshavanand Bharati V. State of Kerala, AIR 1973 SC 1461.
- Maneka Gandhi V. Union of India AIR, 1978 SC 597.
- S.R. Bammai V. Union of India, AIR 1994 SC 1918.
- Kuldip Nayyar V. Union of India, AIR 2006 SC312.
- A.D.M. Jabalpur V. ShivkantShakla, AIR 1976 SC1207.
- Remshwar Prasad V. Union of India, AIR 2006 SC980.
- Keshav Singh in re, AIR 1965 SC 745.
- Union of India V. Talsiram, AIR 1985 SC 1416.
- Atiabari Tea Estate Co.V. State of Assam, AIR 1961SC232.
- SBP & Co. Vs. Patel Engg. Ltd. 2005 (8) SCC 618.
- Krishna Bhagya Jala Nigam Ltd. Vs. G. Arischandra Reddy (2007) 2 SCC 720.
- Oil & Natural Gas Corporation Vs. Saw Pipes Ltd. 2003 (4) SCALE 92 – 185.

**** (Other relevant case studies can be consulted by the teacher as per the topic).**

Prescribed Legislations:

1. Information Technology Act, 2000 with latest amendments.
2. RTI Act 2005 with latest amendments.
3. Information Technology Rules, 2000
4. Cyber Regulation Appellate Tribunal Rules, 2000

Suggested aid for Students and Pedagogic purpose

- RSTV debates on corporate law, IPR and patent issues
- NPTEL lectures on IPR and patent rights

Episodes of 10 -part mini TV series "Samvidhan: The Making of Constitution of India" by RSTV.

Director
R.D. Engineering College
Duhai, Ghaziabad

INDIAN TRADITIONS, CULTURAL AND SOCIETY

L: T:P: 2: 0:0

Module 1- Society State and Polity in India

State in Ancient India: Evolutionary Theory, Force Theory, Mystical Theory Contract Theory, Stages of State Formation in Ancient India, Kingship , Council of Ministers Administration Political Ideals in Ancient India Conditions' of the Welfare of Societies, The Seven Limbs of the State, Society in Ancient India, Purusārtha, Varnāshrama System, Āshrama or the Stages of Life, Marriage, Understanding Gender as a social category, The representation of Women in Historical traditions, Challenges faced by Women. Four-class Classification, Slavery.

Module 2- Indian Literature, Culture, Tradition, and Practices

Evolution of script and languages in India: Harappan Script and Brahmi Script. The Vedas, the Upanishads, the Ramayana and the Mahabharata, Puranas, Buddhist And Jain Literature in Pali,Prakrit And Sanskrit, Kautilya's Arthashastra, Famous Sanskrit Authors, Telugu Literature, Kannada Literature,Malayalam Literature ,Sangama Literature Northern Indian Languages & Literature, Persian And Urdu ,Hindi Literature

Module 3- Indian Religion, Philosophy, and Practices

Pre-Vedic and Vedic Religion, Buddhism, Jainism, Six System Indian Philosophy, Shankaracharya, Various Philosophical Doctrines , Other Heterodox Sects, Bhakti Movement, Sufi movement, Socio religious reform movement of 19th century, Modern religious practices.

Module 4-Science, Management and Indian Knowledge System

Astronomy in India, Chemistry in India, Mathematics in India, Physics in India, Agriculture in India, Medicine in India ,Metallurgy in India, Geography, Biology, Harappan Technologies, Water Management in India, Textile Technology in India ,Writing Technology in India Pyrotechnics in India Trade in Ancient India/,India's Dominance up to Pre-colonial Times

Module 5- Cultural Heritage and Performing Arts

Indian Architect, Engineering and Architecture in Ancient India, Sculptures, Seals, coins, Pottery, Puppetry, Dance, Music, Theatre, drama, Painting, Martial Arts Traditions, Fairs and Festivals, Current developments in Arts and Cultural, Indian's Cultural Contribution to the World. Indian Cinema

COURSE OBJECTIVES:

- The course aims at imparting basic principles of thought process, reasoning and inference to identify the roots and details of some of the contemporary issues faced by our nation and try to locate possible solutions to these challenges by digging deep into our past.
- To enable the students to understand the importance of our surroundings and encourage the students to contribute towards sustainable development.
- To sensitize students towards issues related to 'Indian' culture, tradition and its composite character.

Director
R.D. Engineering College
Duhai, Ghaziabad

- To make students aware of holistic life styles of Yogic-science and wisdom capsules in Sanskrit literature that are important in modern society with rapid technological advancements and societal disruptions.
- To acquaint students with Indian Knowledge System, Indian perspective of modern scientific world-view and basic principles of Yoga and holistic health care system.

COURSE OUTCOMES: Ability to understand, connect up and explain basics of Indian Traditional knowledge modern scientific perspective.

Suggested Pedagogy for Teachers

- Project based learning
- Case studies
- Group discussion
- Presentations

Suggested Text & Reference Books

1. V. Sivaramakrishna (Ed.), *Cultural Heritage of India-Course Material*, Bharatiya Vidya Bhavan, Mumbai, 5th Edition, 2014
2. S. Baliyan, *Indian Art and Culture*, Oxford University Press, India
3. Swami Jitatmanand, *Modern Physics and Vedant*, Bharatiya Vidya Bhavan
4. Romila Thapar, *Readings In Early Indian History* Oxford University Press , India
5. Fritz of Capra, Tao of Physics
6. Fritz of Capra, The wave of Life
7. V N Jha (English Translation), *Tarkasangraha of Annam Bhatta,* Inernational Chinmay Foundation,Velliarnad,Amaku,am
8. Yoga Sutra of Patanjali, Ramakrishna Mission, Kolkatta
9. GN Jha (Eng. Trans.) Ed. R N Jha, *Yoga-darshanam with Vyasa Bhashya*, Vidyanidhi Prakasham, Delhi,2016
10. RN Jha, Science of Consciousness Psychotherapy and Yoga Practices, Vidyanidhi Prakasham, Delhi, 2016
11. P R Sharma (English translation), Shodashang Hridayam
12. Basham, A.L., *The Wonder that was India* (34th impression), New Delhi, Rupa & co
13. Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*(fourth edition), Delhi, Motilal Banarsidass,

Director
R.D. Engineering College
Duhai, Ghaziabad

(ECE) (2022-23)

EVALUATION SCHEME - B.TECH 2nd YEAR (ELECTRICAL & ELECTRONICS ENGINEERING

SEMESTER- III

Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KOE307	Analog Devices & Electronic Circuits	3	0	0	30	20	50		100		150	3
2	KAS301	Technical Communication	2	0	2	30	20	50		100		150	3
3	KEE301	Electromagnetic Field Theory	3	1	0	30	20	50		100		150	4
4	KEE302	Electrical Measurements & Instrumentation	3	1	0	30	20	50		100		150	4
5	KEE303	Basic Signals & Systems	3	1	0	30	20	50		100		150	4
6	KEE351	Analog Electronics Lab	0	0	2				25		25	50	1
7	KEE352	Electrical Measurements and Instrumentation Lab	0	0	2				25		25	50	1
8	KEE353	Electrical Workshop	0	0	2				25		25	50	1
9	KEE354	Mini Project or Internship Assessment*	0	0	2			50				50	1
10	KNC301/ KNC302	Cyber Security/Environmental Science	2	0	0	15	10	25		50			NC^{+}
11		MOOCs (Essential for Hons. Degree)											
		Total	**14**	**3**	**10**							**950**	**22**

**The Mini Project or internship (3-4 weeks) conducted during summer break after II semester and will be assessed during III semester.*

SEMESTER IV

Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KAS401	Maths-IV	3	1	0	30	20	50		100		150	4
2	KVE401	Universal Human Values	3	0	0	30	20	50		100		150	3
3	KEE401	Digital Electronics	3	0	0	30	20	50		100		150	3
4	KEE402	Electrical Machines-I	3	1	0	30	20	50		100		150	4
5	KEE403	Networks Analysis & Synthesis	3	1	0	30	20	50		100		150	4
6	KEE451	Circuit Simulation Lab	0	0	2				25		25	50	1
7	KEE452	Electrical Machines-I Lab	0	0	2				25		25	50	1
8	KEE453	Digital Electronics Lab	0	0	2				25		25	50	1
9	KNC402/ KNC401	Environmental Science/Cyber Security	2	0	0	15	10	25		50			
10		MOOCs (Essential for Hons. Degree)											
		Total	**17**	**3**	**6**							**900**	**21**

Director
R.D. Engineering College
Duhai, Ghaziabad

Technical Communication
(KAS301/401)
(Effective from the session 2022-23)

LTP
2 10

Unit-1 Fundamentals of Technical Communication:
Technical Communication: Features; Distinction between General and Technical Communication; Language as a tool of Communication; Dimensions of Communication: Reading&comprehension;Technicalwriting: sentences;Paragraph; Technical style:Definition, types & Methods; The flow of Communication: Downward; upward, Lateral or Horizontal; Barriers to Communication.

Unit-II Forms of Technical Communication:
Technical Report: Definition & importance; Thesis/Project writing: structure & importance; synopsis writing: Methods; Technical research Paper writing: Methods & style; Seminar & Conference paper writing; Expert Technical Lecture: Theme clarity; Analysis & Findings; 7 Cs of effective business writing: concreteness, completeness, clarity, conciseness, courtesy, correctness, consideration, C.V./Resume writing; Technical Proposal: Types, Structure & Draft.

Unit-III Technical Presentation: Strategies &Techniques
Presentation: Forms; interpersonal Communication; Class room presentation; style; method; Individual conferencing: essentials: Public Speaking: method; Techniques: Clarity of substance; emotion; Humour; Modes of Presentation; Overcoming Stage Fear; Audience Analysis & retention of audience interest; Methods of Presentation: Interpersonal; Impersonal; Audience Participation: Quizzes & Interjections.

Unit-IV Technical Communication Skills:
Interview skills; Group Discussion: Objective & Method; Seminar/Conferences Presentation skills: Focus; Content; Style; Argumentation skills: Devices: Analysis; Cohesion & Emphasis; Critical thinking; Nuances: Exposition narration & Description; effective business communication competence: Grammatical; Discourse competence: combination of expression & conclusion; Socio-linguistic competence: Strategic competence: Solution of communication problems with verbal and non verbal means.

Unit-V Dimensions of Oral Communication &Voice Dynamics:
Code and Content; Stimulus & Response; Encoding process; Decoding process; Pronunciation Etiquette; Syllables; Vowel sounds; Consonant sounds;Tone:Risingtone; Falling Tone; Flowin Speaking; Speaking with a purpose; Speech & personality; Professional Personality Attributes: Empathy; Considerateness; Leadership; Competence.

Reference Books

1. TechnicalCommunication–PrinciplesandPracticesbyMeenakshiRaman&Sangeeta Sharma, Oxford Univ. Press, 2007, New Delhi.
2. PersonalityDevelopmentandSoftSkillsbyBarunK.Mitra,OUP,2012,NewDelhi.
3. SpokenEnglish-AManualofSpeechandPhoneticsbyR.K.Bansal&J.B.Harrison, Orient Blackswan, 2013, New Delhi.
4. BusinessCorrespondenceandReportWritingbyProf.R.C.Sharma&KrishnaMohan, Tata McGraw Hill & Co. Ltd., 2001, New Delhi.
5. Practical Communication: Process and Practice by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2014, Delhi.

Director
R.D. Engineering College
Duhai, Ghaziabad

6. ModernTechnicalWritingbySherman,TheodoreA(et.al);ApprenticeHall;New Jersey; U.S.
7. ATextBookofScientificandTechnicalWritingbyS.D.Sharma;VikasPublication, Delhi.
8. SkillsforEffectiveBusinessCommunicationbyMichaelMurphy,HarwardUniversity, U.S.
9. BusinessCommunicationforManagersbyPayalMehra,PearsonPublication,Delhi.

Course Outcomes

1. Studentswillbeenabledto**understand**thenatureandobjectiveofTechnical Communication relevant for the work place as Engineers.
2. Studentswill**utilize**thetechnicalwritingforthepurposesofTechnicalCommunication and its exposure in various dimensions.
3. Students would imbibe in puts by presentation skills to **enhance** confidence in face of diverse audience.
4. Technical communication skills will **create** avast know-how of the application no fthe learning to promote their technical competence.
5. Itwouldenablethemto **evaluate**theirefficacyasfluent&efficientcommunicatorsby learning the voice-dynamics.

Director
R.D. Engineering College
Duha

KVE401	Universal Human Values and Professional Ethics	L	T	P	C
		3	0	0	3

Objectives:

1. To help students distinguish between values and skills, and understand the need, basic guidelines, content and process of value education.
2. To help students initiate a process of dialog within themselves to know what they 'really want to be' in their life and profession
3. To help students understand the meaning of happiness and prosperity for a human being.
4. To facilitate the students to understand harmony at all the levels of human living, and live accordingly.
5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life

Course Outcome:

On completion of this course, the students will be able to

1. Understand the significance of value inputs in a classroom, distinguish between values and skills, understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperity and do a correct appraisal of the current scenario in the society
2. Distinguish between the Self and the Body, understand the meaning of Harmony in the Self the Co-existence of Self and Body.
3. Understand the value of harmonious relationship based on trust, respect and other naturally acceptable feelings in human-human relationships and explore their role in ensuring a harmonious society
4. Understand the harmony in nature and existence, and work out their mutually fulfilling participation in the nature.
5. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

Catalogue Description

Every human being has two sets of questions to answer for his life: a) what to do? and, b) how to do?. The first set pertains to the value domain, and the other to the skill domain. Both are complimentary, but value domain has a higher priority. Today, education has become more and more skill biased, and hence, the basic aspiration of a human being, that is to live with happiness and prosperity, gets defeated, in spite of abundant technological progress. This course is aimed at giving inputs that will help to ensure the right understanding and right feelings in the students in their life and profession, enabling them to lead an ethical life. In this course, the students learn the process of self-exploration, the difference between the Self and the Body, the naturally acceptable feelings in relationships in a family, the comprehensive human goal in the society, the mutual fulfillment in the nature and the co-existence in existence. As a natural outcome of such inputs, they are able to evaluate an ethical life and profession ahead.

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT-1 **Course Introduction - Need, Basic Guidelines, Content and Process for Value Education**

Understanding the need, basic guidelines, content and process for Value Education, Self-Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration, Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority, Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario, Method to fulfill the above human aspirations: understanding and living in harmony at various levels.

UNIT-2 **Understanding Harmony in the Human Being - Harmony in Myself**

Understanding human being as a co-existence of the sentient 'I' and the material 'Body', Understanding the needs of Self ('I') and 'Body' - Sukh and Suvidha, Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer), Understanding the characteristics and activities of 'I' and harmony in 'I', Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail, Programs to ensure Sanyam and Swasthya.

UNIT-3 **Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**

Understanding harmony in the Family- the basic unit of human interaction , Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*; Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship, Understanding the meaning of *Vishwas*; Difference between intention and competence, Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship, Understanding the harmony in the society (society being an extension of family): *Samadhan*, *Samridhi*, *Abhay*, *Sah-astitva* as comprehensive Human Goals, Visualizing a universal harmonious order in society- Undivided Society (*AkhandSamaj*), Universal Order (*SarvabhaumVyawastha*)- from family to world family!.

UNIT-4 **Understanding Harmony in the Nature and Existence - Whole existence as Co-existence**

Understanding the harmony in the Nature, Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature, Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.

UNIT-5 **Implications of the above Holistic Understanding of Harmony on Professional Ethics**

Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Competence in Professional Ethics: a) Ability to utilize the professional competence for augmenting universal human order, b) Ability to identify the scope and characteristics of people-friendly and eco-friendly

Director
R.D. Engineering College
Duhai, Ghaziabad

production systems, technologies and management models, Case studies of typical holistic technologies, management models and production systems, Strategy for transition from the present state to Universal Human Order: a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers, b) At the level of society: as mutually enriching institutions and organizations.

Text Books:

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

References:

1. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA
2. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
4. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
5. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
6. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
7. A N Tripathy, 2003, Human Values, New Age International Publishers.
8. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
9. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers , Oxford University Press
10. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
11. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

Mode of Evaluation:

Assignment/ Seminar/Continuous Assessment Test/Semester End Exam

Director
R.D. Engineering College
Duhai, Ghaziabad

ECE (2022-23)

ELECTRICAL & COMMUNICATIONS ENGINEERING

EVALUATION SCHEME - B.TECH 4th YEAR

SEMESTER- VII

Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KHU701 /KHU702	HSMC -1 #/ HSMC-2 #	3	0	0	30	20	50		100		150	3
2	KEE07X	**Departmental Elective-IV**	**3**	**0**	**0**	**30**	**20**	**50**		**100**		**150**	**3**
3	KEE07X	**Departmental Elective-V**	**3**	**0**	**0**	**30**	**20**	**50**		**100**		**150**	**3**
4	KOE07X	Open Elective-II	3	0	0	30	20	50		100		150	3
5	KEE751	Industrial Automation & PLC Lab	0	0	2				25		25	50	1
6	KEE752	Mini Project or Internship Assessment*	0	0	2				50			50	1
7	KEE753	Project I	0	0	8				150			150	4
8		MOOCs (Essential for Hons. Degree)											
		TOTAL	**12**	**0**	**12**							**850**	**18**

*The Mini Project or internship (4 - 6 weeks) conducted during summer break after VI semester and will be assessed during VII semester.

Department Elective - IV

KEE070: Advanced Micro processors & Micro Controllers
KEE071: Energy Conservation and Auditing
KEE072: HVDC & AC Transmission
KEE073: High Voltage Engineering
KEE074: Power Quality and FACTS

Department Elective - V

KEE075: Electric drives
KEE076: Power System dynamics and Control
KEE077: Power System Protection
KEE078: Deregulated Power System
KEE079: Utilization of Electrical Energy & Electric Traction

SEMESTER- VIII

Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KHU801/ KHU802	HSMC-2#/HSMC-1#	3	0	0	30	20	50		100		150	3
2	KOE08X	Open Elective-III	3	0	0	30	20	50		100		150	3
3	KOE08X	Open Elective-IV	3	0	0	30	20	50		100		150	3
4	KEE851	Project II	0	0	18				100		300	400	9
5		MOOCs (Essential for Hons. Degree)											
		Total	**9**	**0**	**18**							**850**	**18**

Director
R.D. Engineering College
Duhai, Ghaziabad

KHU701/ KHU801	**RURALDEVELOPMENT:ADMINISTRATION AND PLANNING**	**3L:0T:0P**	**3Credits**

COURSEOUTCOME: Aftercompletionofthecoursestudentwillbeableto:

1. Studentscanunderstandthedefinitions,conceptsandcomponentsofRuralDevelopment
2. Studentswillknowtheimportance,structure,significance,resourcesofIndianruraleconomy.
3. Studentswillhaveaclearideaaboutthereadevelopmentprogrammesanditsimpact.
4. Studentswillbeabletoacquireknowledgeaboutruralentrepreneurship.
5. Studentswillbeabletounderstandabouttheusingofdifferentmethodsforhumanresourceplanning

Unit	Topics	Lectures
I	**Rural Planning & Development:** Concepts of Rural Development, Basic elements of rural Development, and Importance of Rural Development for creationofSustainableLivelihoods, An overview of Policies and Programmes for Rural Development- Programmes in the agricultural sector, Programmes in the Social Security, Programmes in area of Social Sector.	8
II	**Rural Development Programmes:** Sriniketan experiment, Gurgaon experiment, marthandam experiment, Baroda experiment, Firkha development scheme, Etawa pilotproject,Nilokheriexperiment,approachestoruralcommunitydevelopment: Tagore,Gandhietc	8
III	**Panchayati Raj & Rural Administration:** Administrative Structure: bureaucracy, structure of administration; Panchayati Raj Institutions Emergence and Growth of Panchayati Raj Institutions in India; People and Panchayati Raj; FinancialOrganizationsinPanchayatiRajInstitutions,Structureofruralfinance, Government & Non-Government Organizations / Community Based Organizations, Concept of Self help group.	8
IV	**Human Resource Development in Rural Sector:** Need for Human Resource Development, Elements of Human Resource Development in Rural Sector DimensionsofHRDforruraldevelopment-Health,Education,Energy,Skill Development, Training, Nutritional Status access to basic amenities - Population composition.	8
V	**Rural Industrialization and Entrepreneurship:** Concept of Rural Industrialization, Gandhian approach to Rural Industrialization, Appropriate Technology for Rural Industries, Entrepreneurship and Rural Industrialization-Problems and diagnosis of RuralEntrepreneurship in India, with specialreference toWomenEntrepreneurship;DevelopmentofSmallEntrepreneursinIndia,need forandscopeofentrepreneurshipinRuralarea.	8

TextBook:

1. CorporateSocialResponsibility:AnEthicalApproach-MarkS.Schwartz
2. KatarSingh:RuralDevelopmentinIndia–TheoryHistoryandPolicy
3. TodaroM.P.EconomicDevelopmentinIIIWorldwar
4. AroraR.C–IntegratedRuralDevelopmentinIndia
5. DhandekarV.MandRathNpovertyin India
6. A.N.AgarwalandKundanaLal:RuralEconomyofIndia
7. B.K.Prasad:RuralDevelopment-Sarup&Son'sPublications.

Director
R.D. Engineering College
Duhai, Ghaziabad

KHU702/ KHU802	**PROJECTMANAGEMENT&ENTREPRENEURSHIP**	**3L:0T:0P**	**3Credits**

Unit	Topics	Lectures
I	**Entrepreneurship:** Entrepreneurship: need, scope , Entrepreneurial competencies &traits,Factorsaffectingentrepreneurialdevelopment,Entrepreneurialmotivation (Mc Clellend's Achievement motivation theory), conceptual model of entrepreneurship , entrepreneur vs. intrapreneur; Classification of entrepreneurs; Entrepreneurial Development Programmes	8
II	**Entrepreneurial Idea and Innovation:** Introduction to Innovation, Entrepreneurial Idea Generation and Identifying Business Opportunities, ManagementskillsforEntrepreneursandmanagingforValueCreation,Creating and Sustaining Enterprising Model & Organizational Effectiveness	8
III	**ProjectManagement:**Projectmanagement:meaning,scope &importance,roleof project manager; project life-cycle Project appraisal: Preparation of a real time project feasibility report containing Technical appraisal,; Environmental appraisal, Marketappraisal(includingmarketsurveyforforecastingfuturedemandandsales) and Managerial appraisal.	8
IV	**Project Financing:** Project cost estimation & working capital requirements, sources of funds, capital budgeting, Risk & uncertainty in project evaluation , preparationofprojectedfinancialstatementsviz. Projectedbalancesheet,projected income statement, projected funds & cash flow statements, Preparation of detailed project report, Project finance.	8
V	**SocialEntrepreneurship:**SocialSectorPerspectivesandSocialEntrepreneurship, Social Entrepreneurship Opportunities and Successful Models, Social Innovations and Sustainability, Marketing Management for Social Ventures, Risk Management in Social Enterprises, Legal Framework for Social Ventures.	8

TextBook:

1. InnovationandEntrepreneurshipbyDrucker,P.F.;HarperandRow
2. Business,EntrepreneurshipandManagement:Rao,V.S.P.;Vikas
3. Entrepreneurship:RoyRajeev;OUP.
4. TextBookofProjectManagement:Gopalkrishnan,P.andRamamoorthy,V.E.;McMillan
5. ProjectManagementforEngineering,BusinessandTechnology:Nicholas,J.M.,andSteyn,H.; PHI
6. ProjectManagement:TheManagerialProcess:Gray,C.F.,Larson,E.W.andDesai,G.V.; MGH

Director
R.D. Engineering College

B. Tech Mechanical Engineering
Evaluation Scheme

SEMESTER- V													
Sl. No.	Code	Subject	Periods			Evaluation Scheme				End Semester		Total	Credits
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KME 501	Heat and Mass Transfer	3	1	0	30	20	50		100		150	4
2	KME 502	Strength of Material	3	1	0	30	20	50		100		150	4
3	KME 503	Industrial Engineering	3	1	0	30	20	50		100		150	4
4		Departmental Elective-I	3	0	0	30	20	50		100		150	3
5		Departmental Elective-II	3	0	0	30	20	50		100		150	3
6	KME 551	Heat Transfer LAB	0	0	2				25		25	50	1
7	KME 552	Python Lab	0	0	2				25		25	50	1
8	KME 553	Internet of Things Lab	0	0	2				25		25	50	1
9	KME 554	Mini Project or Internship Assessment*	0	0	2				50			50	1
10	KNC501/ KNC502	Constitution of India, Law and Engineering / Indian Tradition, Culture and Society	2	0	0	15	10	25		50			NC
11	MOOCs (Essential for Hons. Degree)												
		Total	**17**	**3**	**6**							**950**	**22**

*The Mini Project or internship (4 - 5 weeks) conducted during summer break after IV semester and will be assessed during V semester.

SEMESTER- VI													
Sl. No.	Code	Subject	Periods			Evaluation Scheme				End Semester		Total	Credits
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KME 601	Refrigeration and Air Conditioning	3	1	0	30	20	50		100		150	4
2	KME 602	Machine Design	3	1	0	30	20	50		100		150	4
3	KME 603	Theory of Machine	3	1	0	30	20	50		100		150	4
4		Departmental Elective-III	3	0	0	30	20	50		100		150	3
5		Open Elective-I	3	0	0	30	20	50		100		150	3
6	KME 651	Refrigeration and Air Conditioning Lab	0	0	2				25		25	50	1
7	KME 652	Machine Design Lab	0	0	2				25		25	50	1
8	KME 653	Theory of Machine Lab	0	0	2				25		25	50	1
9	KNC601/ KNC602	Constitution of India, Law and Engineering / Indian Tradition, Culture and Society	2	0	0	15	10	25		50			NC
10		**Total**	**17**	**3**	**6**							**900**	**21**

Director
R.D. Engineering College
Duhai, Ghaziabad

SYLLABUS

1	KNC501/ KNC601	CONSTITUTION OF INDIA, LAW AND ENGINEERING

Director
R.D. Engineering College
Duhai, Ghaziabad

CONSTITUTION OF INDIA, LAW AND ENGINEERING

L:T: P: 2: 0:0

Module 1--Introduction and Basic Information about Indian Constitution:

Meaning of the constitution law and constitutionalism, Historical Background of the Constituent Assembly, Government of India Act of 1935 and Indian Independence Act of 1947,Enforcement of the Constitution, Indian Constitution and its Salient Features, The Preamble of the Constitution, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy, Parliamentary System, Federal System, Centre-State Relations, Amendment of the Constitutional Powers and Procedure, The historical perspectives of the constitutional amendments in India, Emergency Provisions: National Emergency, President Rule, Financial Emergency, and Local Self Government – Constitutional Scheme in India.

Module 2-Union Executive and State Executive:

Powers of Indian Parliament Functions of Rajya Sabha, Functions of Lok Sabha, Powers and Functions of the President, Comparison of powers of Indian President with the United States, Powers and Functions of the Prime Minister, Judiciary – The Independence of the Supreme Court, Appointment of Judges, Judicial Review, Public Interest Litigation, Judicial Activism, LokPal, Lok Ayukta, The Lokpal and Lok ayuktas Act 2013, State Executives – Powers and Functions of the Governor, Powers and Functions of the Chief Minister, Functions of State Cabinet, Functions of State Legislature, Functions of High Court and Subordinate Courts.

Module 3- Introduction and Basic Information about Legal System:

The Legal System: Sources of Law and the Court Structure: Enacted law -Acts of Parliament are of primary legislation, Common Law or Case law, Principles taken from decisions of judges constitute binding legal rules. The Court System in India and Foreign Courtiers (District Court, District Consumer Forum, Tribunals, High Courts, Supreme Court). Arbitration: As an alternative to resolving disputes in the normal courts, parties who are in dispute can agree that this will instead be referred to arbitration. Contract law, Tort, Law at workplace.

Module 4- Intellectual Property Laws and Regulation to Information:

Intellectual Property Laws: Introduction, Legal Aspects of Patents, Filing of Patent Applications, Rights from Patents, Infringement of Patents, Copyright and its Ownership, Infringement of Copyright, Civil Remedies for Infringement, Regulation to Information-Introduction, Right to Information Act, 2005, Information Technology Act, 2000, Electronic Governance, Secure Electronic Records and Digital Signatures, Digital Signature Certificates, Cyber Regulations Appellate Tribunal, Offences, Limitations of the Information Technology Act.

Module 5 -Business Organizations and E-Governance:

Sole Traders, Partnerships: Companies: The Company's Act: Introduction, Formation of a Company, Memorandum of Association, Articles of Association, Prospectus, Shares, Directors, General Meetings and Proceedings, Auditor, Winding up.

E-Governance and role of engineers in E-Governance, Need for reformed engineering serving at the Union and State level, Role of I.T. professionals in Judiciary, Problem of Alienation and Secessionism in few states creating hurdles in Industrial development.

Director
R.D. Engineering College
Duhai, Ghaziabad

COURSE OBJECTIVE:

- To acquaint the students with legacies of constitutional development in India and help those to understand the most diversified legal document of India and philosophy behind it.
- To make students aware of the theoretical and functional aspects of the Indian Parliamentary System.
- To channelize students' thinking towards basic understanding of the legal concepts and its implications for engineers.
- To acquaint students with latest intellectual property rights and innovation environment with related regulatory framework.
- To make students learn about role of engineering in business organizations and e-governance.

COURSE OUTCOME: At the end of the course, learners should be able to-

1. Identify and explore the basic features and modalities about Indian constitution.
2. Differentiate and relate the functioning of Indian parliamentary system at the center and state level.
3. Differentiate different aspects of Indian Legal System and its related bodies.
4. Discover and apply different laws and regulations related to engineering practices.
5. Correlate role of engineers with different organizations and governance models

Pedagogy: Lecture, Problem based learning, Group discussions, Visual media, Films, Documentaries, Debate forums.

Suggested Readings:

- Brij Kishore Sharma: *Introduction to the Indian Constitution*, 8th Edition, PHI Learning Pvt. Ltd.
- Granville Austin: *The Indian Constitution: Cornerstone of a Nation (Classic Reissue)*, Oxford University Press.
- S.G Subramanian: *Indian Constitution and Indian Polity*, 2nd Edition, Pearson Education 2020.
- Subhash C. Kashyap: *Our Constitution: An Introduction to India's Constitution and constitutional Law*, NBT, 2018.
- Madhav Khosla: *The Indian Constitution*, Oxford University Press.
- PM Bakshi: *The Constitution of India*, Latest Edition, Universal Law Publishing.
- V.K. Ahuja: *Law Relating to Intellectual Property Rights* (2007)
- Suresh T. Viswanathan: *The Indian Cyber Laws, Bharat Law House*, New Delhi-88
- P. Narayan: Intellectual Property Law, Eastern Law House, New Delhi
- Prabudh Ganguli: *Gearing up for Patents: The Indian Scenario*, Orient Longman.
- BL Wadehra: Patents, Trademarks, *Designs and Geological Indications Universal Law* Publishing - LexisNexis.
- *Intellectual Property Rights: Law and Practice, Module III* by ICSI (only relevant sections)
- Executive programme study material Company Law, Module II, by ICSI (The Institute of Companies Secretaries of India) (Only relevant sections i.e., Study 1, 4 and 36).https://www.icsi.edu/media/webmodules/publications/Company%20Law.pdf
- Handbook on e-Governance Project Lifecycle, Department of Electronics & Information Technology, Government of India, https://www.meity.gov.in/writereaddata/files/e-Governance_Project_Lifecycle_Participant_Handbook-5Day_CourseV1_20412.pdf
- Companies Act, 2013 Key highlights and analysis by PWC. https://www.pwc.in/assets/pdfs/publications/2013/companies-act-2013-key-highlights-and-analysis.pdf

Director
R.D. Engineering College
Duhai, Ghaziabad

Referred Case Studies:

- Keshavanand Bharati V. State of Kerala, AIR 1973 SC 1461.
- Maneka Gandhi V. Union of India AIR, 1978 SC 597.
- S.R. Bammai V. Union of India, AIR 1994 SC 1918.
- Kuldip Nayyar V. Union of India, AIR 2006 SC312.
- A.D.M. Jabalpur V. ShivkantShakla, AIR 1976 SC1207.
- Remshwar Prasad V. Union of India, AIR 2006 SC980.
- Keshav Singh in re, AIR 1965 SC 745.
- Union of India V. Talsiram, AIR 1985 SC 1416.
- Atiabari Tea Estate Co.V. State of Assam, AIR 1961SC232.
- SBP & Co. Vs. Patel Engg. Ltd. 2005 (8) SCC 618.
- Krishna Bhagya Jala Nigam Ltd. Vs. G. Arischandra Reddy (2007) 2 SCC 720.
- Oil & Natural Gas Corporation Vs. Saw Pipes Ltd. 2003 (4) SCALE 92 – 185.

**** (Other relevant case studies can be consulted by the teacher as per the topic).**

Prescribed Legislations:

1. Information Technology Act, 2000 with latest amendments.
2. RTI Act 2005 with latest amendments.
3. Information Technology Rules, 2000
4. Cyber Regulation Appellate Tribunal Rules, 2000

Suggested aid for Students and Pedagogic purpose

- RSTV debates on corporate law, IPR and patent issues
- NPTEL lectures on IPR and patent rights

Episodes of 10 -part mini TV series "Samvidhan: The Making of Constitution of India" by RSTV.

Director
R.D. Engineering College
Duhai, Ghaziabad

SYLLABUS

2	KNC502/ KNC602	INDIAN TRADITION, CULTURE AND SOCIETY

Director
R.D. Engineering College
Duhai, Ghaziabad

INDIAN TRADITIONS, CULTURAL AND SOCIETY

L: T:P: 2: 0:0

Module 1- Society State and Polity in India

State in Ancient India: Evolutionary Theory, Force Theory, Mystical Theory Contract Theory, Stages of State Formation in Ancient India, Kingship , Council of Ministers Administration Political Ideals in Ancient India Conditions' of the Welfare of Societies, The Seven Limbs of the State, Society in Ancient India, Purusārtha, Varnāshrama System, Āshrama or the Stages of Life, Marriage, Understanding Gender as a social category, The representation of Women in Historical traditions, Challenges faced by Women. Four-class Classification, Slavery.

Module 2- Indian Literature, Culture, Tradition, and Practices

Evolution of script and languages in India: Harappan Script and Brahmi Script. The Vedas, the Upanishads, the Ramayana and the Mahabharata, Puranas, Buddhist And Jain Literature in Pali,Prakrit And Sanskrit, Kautilya's Arthashastra, Famous Sanskrit Authors, Telugu Literature, Kannada Literature,Malayalam Literature ,Sangama Literature Northern Indian Languages & Literature, Persian And Urdu ,Hindi Literature

Module 3- Indian Religion, Philosophy, and Practices

Pre-Vedic and Vedic Religion, Buddhism, Jainism, Six System Indian Philosophy, Shankaracharya, Various Philosophical Doctrines , Other Heterodox Sects, Bhakti Movement, Sufi movement, Socio religious reform movement of 19th century, Modern religious practices.

Module 4-Science, Management and Indian Knowledge System

Astronomy in India, Chemistry in India, Mathematics in India, Physics in India, Agriculture in India, Medicine in India ,Metallurgy in India, Geography, Biology, Harappan Technologies, Water Management in India, Textile Technology in India ,Writing Technology in India Pyrotechnics in India Trade in Ancient India/,India's Dominance up to Pre-colonial Times

Module 5- Cultural Heritage and Performing Arts

Indian Architect, Engineering and Architecture in Ancient India, Sculptures, Seals, coins, Pottery, Puppetry, Dance, Music, Theatre, drama, Painting, Martial Arts Traditions, Fairs and Festivals, Current developments in Arts and Cultural, Indian's Cultural Contribution to the World. Indian Cinema

COURSE OBJECTIVES:

- The course aims at imparting basic principles of thought process, reasoning and inference to identify the roots and details of some of the contemporary issues faced by our nation and try to locate possible solutions to these challenges by digging deep into our past.
- To enable the students to understand the importance of our surroundings and encourage the students to contribute towards sustainable development.
- To sensitize students towards issues related to 'Indian' culture, tradition and its composite character.

Director
R.D. Engineering College
Duhai, Ghaziabad

- To make students aware of holistic life styles of Yogic-science and wisdom capsules in Sanskrit literature that are important in modern society with rapid technological advancements and societal disruptions.
- To acquaint students with Indian Knowledge System, Indian perspective of modern scientific world-view and basic principles of Yoga and holistic health care system.

COURSE OUTCOMES: Ability to understand, connect up and explain basics of Indian Traditional knowledge modern scientific perspective.

Suggested Pedagogy for Teachers

- Project based learning
- Case studies
- Group discussion
- Presentations

Suggested Text & Reference Books

1. V. Sivaramakrishna (Ed.), *Cultural Heritage of India-Course Material*, Bharatiya Vidya Bhavan, Mumbai, 5th Edition, 2014
2. S. Baliyan, *Indian Art and Culture*, Oxford University Press, India
3. Swami Jitatmanand, *Modern Physics and Vedant*, Bharatiya Vidya Bhavan
4. Romila Thapar, *Readings In Early Indian History* Oxford University Press , India
5. Fritz of Capra, Tao of Physics
6. Fritz of Capra, The wave of Life
7. V N Jha (English Translation), *Tarkasangraha of Annam Bhatta,* Inernational Chinmay Foundation,Velliarnad,Amaku,am
8. Yoga Sutra of Patanjali, Ramakrishna Mission, Kolkatta
9. GN Jha (Eng. Trans.) Ed. R N Jha, *Yoga-darshanam with Vyasa Bhashya*, Vidyanidhi Prakasham, Delhi,2016
10. RN Jha, Science of Consciousness Psychotherapy and Yoga Practices, Vidyanidhi Prakasham, Delhi, 2016
11. P R Sharma (English translation), Shodashang Hridayam
12. Basham, A.L., *The Wonder that was India* (34th impression), New Delhi, Rupa & co
13. Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*(fourth edition), Delhi, Motilal Banarsidass,

Director
R.D. Engineering College
Duhai, Ghaziabad

2022-23

B. Tech Mechanical Engineering
Evaluation Scheme
Effective in Session 2021-22

SEMESTER- VII													
Sl. No.	Code	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1		HSMC-1/HSMC-2	3	0	0	30	20	50		100		150	3
2		Departmental Elective-IV	3	0	0	30	20	50		100		150	3
3		Departmental Elective-V	3	0	0	30	20	50		100		150	3
4		Open Elective-II	3	0	0	30	20	50		100		150	3
5	KME 751	Measurement & Metrology Lab	0	0	2				25		25	50	1
6	KME 752	Mini Project or Internship Assessment*	0	0	2				50			50	1
7	KME 753	Project	0	0	8				150			150	4
8		MOOCs (Essential for Hons. Degree)											
		Total	**9**	**0**	**12**	**21**						**850**	**18**

*The Mini Project or internship (5 - 6 weeks) conducted during summer break after VI semester and will be assessed during VII semester.

SEMESTER- VIII													
Sl. No	Code	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1		HSMC-2/HSMC-1	3	0	0	30	20	50		100		150	3
2		Open Elective-III	3	0	0	30	20	50		100		150	3
3		Open Elective-IV	3	0	0	30	20	50		100		150	3
4	KME 851	Project	0	0	18				100		300	400	9
5		MOOCs (Essential for Hons. Degree)											
		Total	**9**	**0**	**18**	**27**						**850**	**18**

Director
R.D. Engineering College
Duhai, Ghaziabad

KHU701/ KHU801	**RURAL DEVELOPMENT: ADMINISTRATION AND PLANNING**	**3L:0T:0P**	**3 Credits**

COURSE OUTCOME: After completion of the course student will be able to:

1. Students can understand the definitions, concepts and components of Rural Development
2. Students will know the importance, structure, significance, resources of Indian rural economy.
3. Students will have a clear idea about the area development programmes and its impact.
4. Students will be able to acquire knowledge about rural entrepreneurship.
5. Students will be able to understand about the using of different methods for human resource planning

Unit	Topics	Lectures
I	**Rural Planning & Development:** Concepts of Rural Development, Basic elements of rural Development, and Importance of Rural Development for creation of Sustainable Livelihoods, An overview of Policies and Programmes for Rural Development- Programmes in the agricultural sector, Programmes in the Social Security, Programmes in area of Social Sector.	8
II	**Rural Development Programmes:** Sriniketan experiment, Gurgaon experiment, marthandam experiment, Baroda experiment, Firkha development scheme, Etawa pilot project, Nilokheri experiment,approaches to rural community development: Tagore, Gandhi etc	8
III	**Panchayati Raj & Rural Administration:** Administrative Structure: bureaucracy, structure of administration; Panchayati Raj Institutions Emergence and Growth of Panchayati Raj Institutions in India; People and Panchayati Raj; Financial Organizations in Panchayati Raj Institutions, Structure of rural finance, Government & Non-Government Organizations / Community Based Organizations, Concept of Self help group.	8
IV	**Human Resource Development in Rural Sector:** Need for Human Resource Development, Elements of Human Resource Development in Rural Sector Dimensions of HRD for rural development-Health, Education, Energy, Skill Development, Training, Nutritional Status access to basic amenities - Population composition.	8
V	**Rural Industrialization and Entrepreneurship:** Concept of Rural Industrialization, Gandhian approach to Rural Industrialization, Appropriate Technology for Rural Industries, Entrepreneurship and Rural Industrialization-Problems and diagnosis of Rural Entrepreneurship in India, with special reference to Women Entrepreneurship; Development of Small Entrepreneurs in India, need for and scope of entrepreneurship in Rural area.	8

Text Book:

1. Corporate Social Responsibility: An Ethical Approach - Mark S. Schwartz
2. Katar Singh: Rural Development in India – Theory History and Policy
3. TodaroM.P. Economic Development in III World war
4. Arora R.C – Integrated Rural Development in India
5. Dhandekar V.M and Rath N poverty in India
6. A.N.Agarwal and KundanaLal: Rural Economy of India
7. B.K.Prasad: Rural Development-Sarup& Son's Publications.

Director
R.D. Engineering College
Duhai, Ghaziabad

KHU702/ KHU802	PROJECT MANAGEMENT & ENTREPRENEURSHIP	3L:0T:0P	3 Credits

Unit	Topics	Lectures
I	**Entrepreneurship:** Entrepreneurship: need, scope , Entrepreneurial competencies & traits, Factors affecting entrepreneurial development, Entrepreneurial motivation (Mc Clellend's Achievement motivation theory), conceptual model of entrepreneurship , entrepreneur vs. intrapreneur; Classification of entrepreneurs; Entrepreneurial Development Programmes	8
II	**Entrepreneurial Idea and Innovation:** Introduction to Innovation, Entrepreneurial Idea Generation and Identifying Business Opportunities, Management skills for Entrepreneurs and managing for Value Creation, Creating and Sustaining Enterprising Model & Organizational Effectiveness	8
III	**Project Management:** Project management: meaning, scope & importance, role of project manager; project life-cycle Project appraisal: Preparation of a real time project feasibility report containing Technical appraisal,; Environmental appraisal, Market appraisal (including market survey for forecasting future demand and sales) and Managerial appraisal.	8
IV	**Project Financing:** Project cost estimation & working capital requirements, sources of funds, capital budgeting, Risk & uncertainty in project evaluation , preparation of projected financial statements viz. Projected balance sheet, projected income statement, projected funds & cash flow statements, Preparation of detailed project report, Project finance.	8
V	**Social Entrepreneurship:** Social Sector Perspectives and Social Entrepreneurship, Social Entrepreneurship Opportunities and Successful Models, Social Innovations and Sustainability, Marketing Management for Social Ventures, Risk Management in Social Enterprises, Legal Framework for Social Ventures.	8

Text Book:

1. Innovation and Entrepreneurship by Drucker, P.F.; Harper and Row
2. Business, Entrepreneurship and Management: Rao, V.S.P. ;Vikas
3. Entrepreneurship: Roy Rajeev; OUP.
4. Text Book of Project Management: Gopalkrishnan, P. and Ramamoorthy, V.E.; McMillan
5. Project Management for Engineering, Business and Technology: Nicholas, J.M., and Steyn, H.; PHI
6. Project Management: The Managerial Process: Gray, C.F., Larson, E.W. and Desai, G.V.; MGH

Director
R.D. Engineering College
Duhai, Ghaziabad

2022-23

B.Tech. (Mechanical Engineering)

SEMESTER- III

Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KOE031-38/ KAS302	Engg. Science Course/Maths IV	3	1	0	30	20	50		100		150	4
2	KAS301/ KVE301	Technical Communication/Universal Human Values	2 3	1 0	0 0	30	20	50		100		150	3
3	KME301	Thermodynamics	3	1	0	30	20	50		100		150	4
4	KME302	Fluid Mechanics & Fluid Machines	3	1	0	30	20	50		100		150	4
5	KME303	Materials Engineering	3	0	0	30	20	50		100		150	3
6	KME351	Fluid Mechanics Lab	0	0	2				25		25	50	1
7	KME352	Material Testing Lab	0	0	2				25		25	50	1
8	KME353	Computer Aided Machine Drawing-I Lab	0	0	2				25		25	50	1
9	KME354	Mini Project or Internship Assessment*	0	0	2			50				50	1
10	KNC301/ KNC302	Computer System Security/Python Programming	2	0	0	15	10	25		50			0
11		MOOCs (Essential for Hons. Degree)											
		Total										**950**	**22**

*The Mini Project or internship (3-4 weeks) conducted during summer break after II semester and will be assessed during III semester.

SEMESTER- IV

Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KAS402/ KOE041-48	Maths IV/Engg. Science Course	3	1	0	30	20	50		100		150	4
2	KVE401/ KAS401	Universal Human Values/Technical Communication	3 2	0 1	0 0	30	20	50		100		150	3
3	KME401	Applied Thermodynamics	3	0	0	30	20	50		100		150	3
4	KME402	Engineering Mechanics	3	1	0	30	20	50		100		150	4
5	KME403	Manufacturing Processes	3	1	0	30	20	50		100		150	4
6	KME451	Applied Thermodynamics Lab	0	0	2				25		25	50	1
7	KME452	Manufacturing Processes Lab	0	0	2				25		25	50	1
8	KME453	Computer Aided Machine Drawing-II Lab	0	0	2				25		25	50	1
9	KNC402/ KNC401	Python Programming / Computer System Security	2	0	0	15	10	25		50			0
10		MOOCs (Essential for Hons. Degree)											
		Total										**900**	**21**

Director
R.D. Engineering College
Duhai, Ghaziabad

KVE401	Universal Human Values and Professional Ethics	L	T	P	C
		3	0	0	3

Objectives:

1. To help students distinguish between values and skills, and understand the need, basic guidelines, content and process of value education.
2. To help students initiate a process of dialog within themselves to know what they 'really want to be' in their life and profession
3. To help students understand the meaning of happiness and prosperity for a human being.
4. To facilitate the students to understand harmony at all the levels of human living, and live accordingly.
5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life

Course Outcome:

On completion of this course, the students will be able to

1. Understand the significance of value inputs in a classroom, distinguish between values and skills, understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperity and do a correct appraisal of the current scenario in the society
2. Distinguish between the Self and the Body, understand the meaning of Harmony in the Self the Co-existence of Self and Body.
3. Understand the value of harmonious relationship based on trust, respect and other naturally acceptable feelings in human-human relationships and explore their role in ensuring a harmonious society
4. Understand the harmony in nature and existence, and work out their mutually fulfilling participation in the nature.
5. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

Catalogue Description

Every human being has two sets of questions to answer for his life: a) what to do? and, b) how to do?. The first set pertains to the value domain, and the other to the skill domain. Both are complimentary, but value domain has a higher priority. Today, education has become more and more skill biased, and hence, the basic aspiration of a human being, that is to live with happiness and prosperity, gets defeated, in spite of abundant technological progress. This course is aimed at giving inputs that will help to ensure the right understanding and right feelings in the students in their life and profession, enabling them to lead an ethical life. In this course, the students learn the process of self-exploration, the difference between the Self and the Body, the naturally acceptable feelings in relationships in a family, the comprehensive human goal in the society, the mutual fulfillment in the nature and the co-existence in existence. As a natural outcome of such inputs, they are able to evaluate an ethical life and profession ahead.

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT-1 **Course Introduction - Need, Basic Guidelines, Content and Process for Value Education**

Understanding the need, basic guidelines, content and process for Value Education, Self-Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration, Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority, Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario, Method to fulfill the above human aspirations: understanding and living in harmony at various levels.

UNIT-2 **Understanding Harmony in the Human Being - Harmony in Myself**

Understanding human being as a co-existence of the sentient 'I' and the material 'Body', Understanding the needs of Self ('I') and 'Body' - Sukh and Suvidha, Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer), Understanding the characteristics and activities of 'I' and harmony in 'I', Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail, Programs to ensure Sanyam and Swasthya.

UNIT-3 **Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**

Understanding harmony in the Family- the basic unit of human interaction , Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*; Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship, Understanding the meaning of *Vishwas*; Difference between intention and competence, Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship, Understanding the harmony in the society (society being an extension of family): *Samadhan*, *Samridhi*, *Abhay*, *Sah-astitva* as comprehensive Human Goals, Visualizing a universal harmonious order in society- Undivided Society (*AkhandSamaj*), Universal Order (*SarvabhaumVyawastha*)- from family to world family!.

UNIT-4 **Understanding Harmony in the Nature and Existence - Whole existence as Co-existence**

Understanding the harmony in the Nature, Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature, Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.

UNIT-5 **Implications of the above Holistic Understanding of Harmony on Professional Ethics**

Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Competence in Professional Ethics: a) Ability to utilize the professional competence for augmenting universal human order, b) Ability to identify the scope and characteristics of people-friendly and eco-friendly

Director
R.D. Engineering College
Duhai, Ghaziabad

production systems, technologies and management models, Case studies of typical holistic technologies, management models and production systems, Strategy for transition from the present state to Universal Human Order: a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers, b) At the level of society: as mutually enriching institutions and organizations.

Text Books:

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

References:

1. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA
2. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
4. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
5. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
6. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
7. A N Tripathy, 2003, Human Values, New Age International Publishers.
8. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
9. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers , Oxford University Press
10. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
11. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

Mode of Evaluation:

Assignment/ Seminar/Continuous Assessment Test/Semester End Exam

Director
R.D. Engineering College
Duhai, Ghaziabad

Technical Communication
(KAS301/401)
(Effective from the session 2019-20)

L T P
2 1 0

Unit -1 Fundamentals of Technical Communication:
Technical Communication: Features; Distinction between General and Technical Communication; Language as a tool of Communication; Dimensions of Communication: Reading & comprehension; Technical writing: sentences; Paragraph; Technical style: Definition, types & Methods; The flow of Communication: Downward; upward, Lateral or Horizontal; Barriers to Communication.

Unit - II Forms of Technical Communication:
Technical Report: Definition & importance; Thesis/Project writing: structure & importance; synopsis writing: Methods; Technical research Paper writing: Methods & style; Seminar & Conference paper writing; Expert Technical Lecture: Theme clarity; Analysis & Findings; 7 Cs of effective business writing: concreteness, completeness, clarity, conciseness, courtesy, correctness, consideration, C.V./Resume writing; Technical Proposal: Types, Structure & Draft.

Unit - III Technical Presentation: Strategies & Techniques
Presentation: Forms; interpersonal Communication; Class room presentation; style; method; Individual conferencing: essentials: Public Speaking: method; Techniques: Clarity of substance; emotion; Humour; Modes of Presentation; Overcoming Stage Fear; Audience Analysis & retention of audience interest; Methods of Presentation: Interpersonal; Impersonal; Audience Participation: Quizzes & Interjections.

Unit - IV Technical Communication Skills:
Interview skills; Group Discussion: Objective & Method; Seminar/Conferences Presentation skills: Focus; Content; Style; Argumentation skills: Devices: Analysis; Cohesion & Emphasis; Critical thinking; Nuances: Exposition narration & Description; effective business communication competence: Grammatical; Discourse competence: combination of expression & conclusion; Socio-linguistic competence: Strategic competence: Solution of communication problems with verbal and non verbal means.

Unit - V Dimensions of Oral Communication & Voice Dynamics:
Code and Content; Stimulus & Response; Encoding process; Decoding process; Pronunciation Etiquette; Syllables; Vowel sounds; Consonant sounds; Tone: Rising tone; Falling Tone; Flow in Speaking; Speaking with a purpose; Speech & personality; Professional Personality Attributes: Empathy; Considerateness; Leadership; Competence.

Reference Books

1. Technical Communication – Principles and Practices by Meenakshi Raman & Sangeeta Sharma, Oxford Univ. Press, 2007, New Delhi.
2. Personality Development and Soft Skills by Barun K. Mitra, OUP, 2012, New Delhi.
3. Spoken English- A Manual of Speech and Phonetics by R.K.Bansal & J.B.Harrison, Orient Blackswan, 2013, New Delhi.
4. Business Correspondence and Report Writing by Prof. R.C. Sharma & Krishna Mohan, Tata McGraw Hill & Co. Ltd., 2001, New Delhi.
5. Practical Communication: Process and Practice by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2014, Delhi.

Director
R.D. Engineering College
Duhai, Ghaziabad

2022-23

MBA 1st Year Course Structure in accordance with AICTE Model Curriculum Effective w.e.f. Academic Session 2020-21

Semester I

SN	Codes	SUBJECT	PERIODS			INTERNAL EVALUATION SCHEME				END SEMESTER EVALUATION		TOTAL	CREDIT
			L	T	P	CT	TA	PS	TOTAL	TE	PE		
1	KMBN101	MANAGEMENT CONCEPTS & ORGANISATIONAL BEHAVIOUR	4	0	0	30	20	0	50	100	0	150	3
2	KMBN102	MANAGERIAL ECONOMICS	4	0	0	30	20	0	50	100	0	150	3
3	KMBN103	FINANCIAL ACCOUNTING & ANALYSIS	3	1	0	30	20	0	50	100	0	150	3
4	KMBN104	BUSINESS STATISTICS & ANALYTICS	3	1	0	30	20	0	50	100	0	150	3
5	KMBN105	MARKETING MANAGEMENT	4	0	0	30	20	0	50	100	0	150	3
6	KMBN106	DESIGN THINKING	2	0	0	15	10	0	25	50		75	2
7	KMBN107	BUSINESS COMMUNICATION	3	1	0	30	20	0	50	100	0	150	3
		LAB / PRACTICALS											
8	KMBN151	IT SKILLS LAB -1	0	0	3	0		50	50	-	100	150	3
9	KMBN152	MINI PROJECT -1	0	0	3	0	0	25	25	0	50	75	3
												1200	26

Director
R.D. Engineering College
Duhai Ghaziabad

Evaluation Criteria and Marks	Understanding of Objectives with topic (20)	Understanding of the relevance of Research (20)	Interpretation & Analysis (20)	Presentation & Communication skills (20)	Query Handling (20)	Total (100)

MBA II Year Teaching and Evaluation Scheme

W.E.F. Academic Session 2021-22

(In Accordance with AICTE Model Curriculum & New Education Policy)

2022-23

SEMESTER III

SNo	Codes	SUBJECT	PERIODS			INTERNAL EVALUATION SCHEME				END SEMESTER EVALUATION		TOTAL	CREDIT
			L	T	P	CT	TA	PS	TOTAL	TE	PE		
1	KMBN301	STRATEGIC MANAGEMENT	4	0	0	30	20	0	50	100	0	150	3
2	KMBN302	INNOVATION AND ENTREPRENEURSHIP	4	0	0	30	20	0	50	100	0	150	3
3	KVE 301	HUMAN VALUES AND ETHICS	3	1	0	30	20	0	50	100	0	150	3
4		Elective- 1 Specialization Group-1	4	0	0	30	20	0	50	100	0	150	3
5		Elective -2 Specialization Group-1	4	0	0	30	20	0	50	100	0	150	3
6		Elective -1 Specialization Group-2	4	0	0	30	20	0	50	100	0	150	3
7		Elective -2 Specialization Group-2	4	0	0	30	20	0	50	100	0	150	3
8	KMBN308	Summer Training Project Report & Viva Voce	0	2	0	0	50	0	50	0	100	150	4
		TOTAL										1200	25

SEMESTER IV

SNo	Codes	SUBJECT	PERIODS			INTERNAL EVALUATION SCHEME				END SEMESTER EVALUATION		TOTAL	CREDIT
			L	T	P	CT	TA	PS	TOTAL	TE	PE		
1	KMBN401	Emerging Technologies in Global Business Environment	4	0	0	30	20	0	50	100	0	150	3
2		Elective- 3 Specialization Group-1	4	0	0	30	20	0	50	100	0	150	3
3		Elective -4 Specialization Group-1	4	0	0	30	20	0	50	100	0	150	3
4		Elective- 5 Specialization Group-1	4	0	0	30	20	0	50	100	0	150	3
5		Elective -3 Specialization Group-2	4	0	0	30	20	0	50	100	0	150	3
6		Elective -4 Specialization Group-2	4	0	0	30	20	0	50	100	0	150	3
7		Elective -5 Specialization Group-2	4	0	0	30	20	0	50	100	0	150	3

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIVERSAL HUMAN VALUES AND PROFESSIONAL ETHICS

Code: KVE 303

Credit: 3 **Teaching Hours: 36**

Course Objectives

1. To help students distinguish between values and skills, and understand theneed, basic guidelines, content and process of value education.
2. To help students initiate a process of dialog within themselves to know whatthey 'really want to be' in their life and profession
3. To help students understand the meaning of happiness and prosperity for ahuman being.
4. To facilitate the students to understand harmony at all the levels of humanliving, and live accordingly.
5. To facilitate the students in applying the understanding of harmony inexistence in their profession and lead an ethical life

Course Outcomes

1. Understand the significance of value inputs in a classroom, distinguishbetween values and skills, understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperityand do a correct appraisal of the current scenario in the society
2. Distinguish between the Self and the Body, understand the meaning ofHarmony in the Self the Co-existence of Self and Body.
3. Understand the value of harmonious relationship based on trust, respect and other naturally acceptable feelings in human-human relationships and explore their role in ensuring a harmonious society
4. Understand the harmony in nature and existence, and work out their mutually fulfilling participation in the nature.
5. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

Course Description

Every human being has two sets of questions to answer for his life: a) what to do? and, b) how to do?. The first set pertains to the value domain, and the other to the skill domain. Both are complimentary, but value domain has a higher priority. Today, education has become more and more skill biased, and hence, the basic aspiration of a human being, that is to live with happiness and prosperity, gets defeated, in spite of abundant technological progress. This course is aimed at giving inputs that will help to ensure the right understanding and right feelings in the students in their life and profession, enabling them to lead an ethical life. In this course, the students learn the process of self- exploration, the difference between the Self and the Body, the naturally acceptable feelings in relationships in a family, the comprehensive human goal in the society, the mutual fulfillment in the nature and the co-existence in existence. As a natural outcome of such inputs, they are able to evaluate an ethical life and profession ahead.

UNIT-1: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education **(6 Hours)**

Understanding the need, basic guidelines, content and process for Value Education, Self-Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self-exploration, Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority,

Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario, Method to fulfill the above human aspirations: understanding and living in harmony at various levels.

UNIT-2: Understanding Harmony in the Human Being - Harmony in Myself (7 Hours)

Understanding human being as a co-existence of the sentient 'I' and the material 'Body', Understanding the needs of Self ('I') and 'Body' - Sukh and Suvidha, Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer), Understanding the characteristics and activities of 'I' and harmony in 'I', Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail, Programs to ensure Sanyam and Swasthya.

UNIT-3: Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship (8 Hours)

Understanding harmony in the Family- the basic unit of human interaction , Understanding values in human-human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay-tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship, Understanding the meaning of Vishwas; Difference between intention and competence, Understanding the meaning of Samman, Difference between respect and differentiation; the other salient values in relationship, Understanding the harmony in the society (society being an extension of family): Samadhan, Samridhi, Abhay, Sah-astitva as comprehensive Human Goals, Visualizing a universal harmonious order in society- Undivided Society (AkhandSamaj), Universal Order (Sarvabhaum Vyawastha)- from family to world family!.

UNIT-4: Understanding Harmony in the Nature and Existence - Whole existence as Co-existence (8 Hours)

Understanding the harmony in the Nature, Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self-regulation in nature, Understanding Existence as Co-existence (Sah-astitva) of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.

UNIT-5: Implications of the above Holistic Understanding of Harmony on Professional Ethics (7 Hours)

Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Competence in Professional Ethics: a) Ability to utilize the professional competence for augmenting universal human order, b) Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems, technologies and management models, Case studies of typical holistic technologies, management models and production systems, Strategy for transition from the present state to Universal Human Order: a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers, b) At the level of society: as mutually enriching institutions and organizations

Suggested Readings

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in HumanValues and Professional Ethics.
2. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA

3. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
4. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
5. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
6. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
7. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
8. A N Tripathy, 2003, Human Values, New Age International Publishers.
9. Subhas Palekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
10. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers, Oxford University Press
11. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
12. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books
13. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008

MCA (MASTER OF COMPUTER APPLICATION)
MCA FIRST YEAR, 2020-21

SEMESTER-I

S.No.	Subject Code	Subject Name	Periods			Sessional			ESE	Total	Credit
			L	T	P	CT	TA	Total			
1.	KCA101	Fundamental of Computers & Emerging Technologies	3	0	0	30	20	50	100	150	3
2.	KCA102	Problem Solving using C	3	1	0	30	20	50	100	150	4
3.	KCA103	Principles of Management & Communication	3	0	0	30	20	50	100	150	3
4.	KCA104	Discrete Mathematics	3	0	0	30	20	50	100	150	3
5.	KCA105	Computer Organization & Architecture	3	1	0	30	20	50	100	150	4
6.	KCA151	Problem Solving using C **Lab**	0	0	4	30	20	50	50	100	2
7.	KCA152	Computer Organization & Architecture **Lab**	0	0	3	30	20	50	50	100	2
8.	KCA153	Professional Communication **Lab**	0	0	2	30	20	50	50	100	2
		Total								**1050**	**23**

CT: Class Test **TA**: Teacher Assessment **L/T/P**: Lecture/ Tutorial/ Practical

SEMESTER-II

S.No.	Subject Code	Subject Name	Periods			Sessional			ESE	Total	Credit
			L	T	P	CT	TA	Total			
1.	KCA201	Theory of Automata & Formal Languages	3	0	0	30	20	50	100	150	3
2.	KCA202	Object Oriented Programming	3	1	0	30	20	50	100	150	4
3.	KCA203	Operating Systems	3	0	0	30	20	50	100	150	3
4.	KCA204	Database Management Systems	3	0	0	30	20	50	100	150	3
5.	KCA205	Data Structures & Analysis of Algorithms	3	1	0	30	20	50	100	150	4
6.	KCAA01	Cyber Security*	2	0	0	30	20	50	100	150	0
7.	KCA251	Object Oriented Programming **Lab**	0	0	3	30	20	50	50	100	2
8.	KCA252	DBMS **Lab**	0	0	3	30	20	50	50	100	2
9.	KCA253	Data Structures & Analysis of Algorithms **Lab**	0	0	4	30	20	50	50	100	2
		Total								**1200**	**23**

CT: Class Test **TA**: Teacher Assessment **L/T/P**: Lecture/ Tutorial/ Practical

*** Qualifying Non-credit Course**

Director
R.D. Engineering College
Duhai, Ghaziabad

KCA103 : Principles of Management & Communication		
Course Outcome (CO)	**Bloom's Knowledge Level (KL)**	
At the end of course , the student will be able to		
CO 1	Describe primary features, processes and principles of management.	K_1, K_2
CO 2	Explain functions of management in terms of planning, decision making and organizing.	K_3, K_4
CO 3	Illustrate key factors of leadership skill in directing and controlling business resources and processes.	K_5, K_6
CO 4	Exhibit adequate verbal and non-verbal communication skills	K_1, K_3
CO 5	Demonstrate effective discussion, presentation and writing skills.	K_3, K_5
DETAILED SYLLABUS		**3-0-0**
Unit	**Topic**	**Proposed Lecture**
I	**Management**: Need, Scope, Meaning and Definition. The process of Management, Development of Management thought F.W. Taylor and Henry Fayol, Horothorne Studies, Qualities of an Efficient Management.	**08**
II	**Planning & Organising:** Need, Scope and Importance of Planning, Steps in planning, Decision making model. Organising need and Importance, Organisational Design, Organisational structure, centralisation and Decentralisation, Deligation.	**08**
III	**Directing & Controlling:** Motivation—Meaning, Importance, need.Theories of Motivation, Leadership—meaning, need and importance, leadership style, Qualities of effective leader, principles of directing, Basic control process, Different control Techniques.	**08**
IV	**Introduction to Communication:** What is Communication, Levels of communication, Barriers to communication, Process of Communication, Non-verbal Communication, The flow of Communication: Downward, Upward, Lateral or Horizontal (Peer group) Communication, Technology Enabled communication, Impact of Technology, Selection of appropriate communication Technology, Importance of Technical communication.	**08**
V	**Business letters :** Sales & Credit letters; Claim and Adjustment Letters; Job application and Resumes. **Reports:** Types; Structure, Style & Writing of Reports. **Technical Proposal:** Parts; Types; Writing of Proposal; Significance. Nuances of Delivery; Body Language; Dimensions of Speech: Syllable; Accent; Pitch; Rhythm; Intonation; Paralinguistic features of voice; Communication skills, Presentation strategies, Group Discussion; Interview skills; Workshop; Conference; Seminars.	**08**

Suggested Readings:

1. P.C. Tripathi, P.N. Reddy, "Principles of Management", McGraw Hill Education 6th Edition.
2. C. B. Gupta, "Management Principles and Practice", Sultan Chand & Sons 3rd edition.
3. T.N.Chhabra, "Business Communication", Sun India Publication.
4. V.N.Arora and Laxmi Chandra, "Improve Your Writing", Oxford Univ. Press, 2001, New Delhi.
5. Madhu Rani and SeemaVerma, "Technical Communication: A Practical Approach", Acme Learning, New Delhi-2011.
6. Meenakshi Raman &Sangeeta Sharma, "Technical Communication- Principles and Practices", Oxford Univ. Press, 2007, New Delhi.
7. Koontz Harold &Weihrich Heinz, "Essentials of Management", McGraw Hill 5thEdition 2008.
8. Robbins and Coulter, "Management", Prentice Hall of India, 9th edition.
9. James A. F., Stoner, "Management", Pearson Education Delhi.
10. P.D.Chaturvedi, "Business Communication", Pearson Education.

Director
R.D. Engineering College
Duhai, Ghaziabad

KCA153 : PROFESSIONAL COMMUNICATION LAB		
Course Outcome (CO)		**Bloom's Knowledge Level (KL)**
At the end of course , the student will be able to		
CO1	Develop the ability to work as a team member as an integral activity in the workplace.	K_3
CO2	Increase confidence in their ability to read, comprehend, organize, and retain written information. Improve reading fluency.	K_4
CO3	Write coherent speech outlines that demonstrate their ability to use organizational formats with a specific purpose; Deliver effective speeches that are consistent with and appropriate for the audience and purpose.	K_5,K_6
CO4	Develop proper listening skills; articulate and enunciate words and sentences clearly and efficiently.	K_3
CO5	Show confidence and clarity in public speaking projects; be schooledin preparation and research skills for oral presentations.	K_5

1. Group Discussion: participating in group discussions- understanding group dynamics.
2. GD strategies-activities to improve GD skills. Practical based on Accurate and Current Grammatical Patterns.
3. Interview Etiquette-dress code, body language attending job interview – Telephone/Skype interview one to one interview &Panel interview.
4. Communication Skills for Seminars/Conferences/Workshops with emphasis on Paralinguistic/ Kinesics, practicing word stress, rhythm in sentences, weak forms, intonation.
5. Oral Presentation Skills for Technical Paper/Project Reports/ Professional Reports based on proper Stress and Intonation Mechanics voice modulation ,Audience Awareness, Presentation plan visual aids.
6. Speaking:-Fluency & Accuracy in speech- positive thinking, Improving Self expression Developing persuasive speaking skills, pronunciation practice (for accept neutralization) particularly of problem sounds, in isolated words as well as sentences.
7. Individual Speech Delivery/Conferences with skills to defend Interjections/Quizzes.
8. Argumentative Skills/Role Play Presentation with Stress and Intonation.
9. Comprehension Skills based on Reading and Listening Practical's on a model Audio-Visual Usage.

Director
R.D. Engineering College
Duhai, Ghaziabad

2021-22					
B.TECH I YEAR	B.Tech (All Branches)	SOFT SKILLS-I	KNC-101	1	2021-22
B.TECH I YEAR			KNC-201	2	2021-22
10	B.Tech(CS)	Technical Communication	KAS401	4	2021-22
10	B.Tech(CS)	Universal Human Values	KVE 301	3	2021-22
10	B.Tech(CS)	Constitution of India, Law and Engineering	KNC501	5	2021-22
10	B.Tech(CS)	Indian Tradition, Culture and Society	KNC602	6	2021-22
155	B.Tech(IOT)	Technical Communication	KAS401	4	2021-22
155	B.Tech(IOT)	Universal Human Values	KVE 301	3	2021-22
53	B.Tech(AI&ML)	Technical Communication	KAS401	4	2021-22
53	B.Tech(AI&ML)	Universal Human Values	KVE 301	3	2021-22
54	B.Tech(DS)	Technical Communication	KAS401	4	2021-22
54	B.Tech(DS)	Universal Human Values	KVE 301	3	2021-22
13	B.TECH(IT)	Technical Communication	KAS401	4	2021-22
13	B.TECH(IT)	Universal Human Values	KVE 301	3	2021-22
13	B.TECH(IT)	Constitution of India, Law and Engineering	KNC501	5	2021-22
13	B.TECH(IT)	Indian Tradition, Culture and Society	KNC602	6	2021-22
13	B.TECH(IT)	RURAL DEVELOPMENT: ADMINISTRATION AND PLANNING	KHU701	7	2021-22
13	B.TECH(IT)	PROJECT MANAGEMENT & ENTREPRENEURSHIP	KHU802	8	2021-22
31	B.TECH(ECE)	Technical Communication	KAS401	4	2021-22
31	B.TECH(ECE)	Universal Human Values	KVE 301	3	2021-22
31	B.TECH(ECE)	Constitution of India, Law and Engineering	KNC501	5	2021-22
31	B.TECH(ECE)	Indian Tradition, Culture and Society	KNC602	6	2021-22
31	B.TECH(ECE)	RURAL DEVELOPMENT: ADMINISTRATION AND PLANNING	KHU701	7	2021-22
31	B.TECH(ECE)	PROJECT MANAGEMENT & ENTREPRENEURSHIP	KHU802	8	2021-22
40	B.Tech(ME)	Technical Communication	KAS301	3	2021-22
40	B.Tech(ME)	Universal Human Values	KVE401	4	2021-22
40	B.Tech(ME)	Constitution of India, Law and Engineering	KNC501	5	2021-22
40	B.Tech(ME)	Indian Tradition, Culture and Society	KNC602	6	2021-22

Director
R.D. Engineering College
Duhai, Ghaziabad

40	B.Tech(ME)	PROJECT MANAGEMENT & ENTREPRENEURSHIP	KHU702	7	2021-22
40	B.Tech(ME)	RURAL DEVELOPMENT: ADMINISTRATION AND PLANNING	KHU801	8	2021-22
0	B.Tech(CIVIL)	Technical Communication	KAS301	3	2021-22
0	B.Tech(CIVIL)	Universal Human Values	KVE401	4	2021-22
0	B.Tech(CIVIL)	Constitution of India, Law and Engineering	KNC501	5	2021-22
0	B.Tech(CIVIL)	Indian Tradition, Culture and Society	KNC602	6	2021-22
0	B.Tech(CIVIL)	PROJECT MANAGEMENT & ENTREPRENEURSHIP	KHU702	7	2021-22
0	B.Tech(CIVIL)	RURAL DEVELOPMENT: ADMINISTRATION AND PLANNING	KHU801	8	2021-22
70	MBA	BUSINESS COMMUNICATION	KMBN107	1	2021-22
70	MBA	HUMAN VALUES AND ETHICS	KVE 301	3	2021-22
14	MCA	Principles of Management & Communication	KCA103	1	2021-22
14	MCA	Professional Communication Lab	KCA153	1	2021-22

Director
R.D. Engineering College
Duhai, Ghaziabad

EVALUATION SCHEME - B.TECH 2nd YEAR (ELECTRICAL & ELECTRONICS ENGINEERING

2021-22

SEMESTER- III

Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KOE307	Analog Devices & Electronic Circuits	3	0	0	30	20	50		100		150	3
2	KAS301	Technical Communication	2	0	2	30	20	50		100		150	3
3	KEE301	Electromagnetic Field Theory	3	1	0	30	20	50		100		150	4
4	KEE302	Electrical Measurements & Instrumentation	3	1	0	30	20	50		100		150	4
5	KEE303	Basic Signals & Systems	3	1	0	30	20	50		100		150	4
6	KEE351	Analog Electronics Lab	0	0	2				25		25	50	1
7	KEE352	Electrical Measurements and Instrumentation Lab	0	0	2				25		25	50	1
8	KEE353	Electrical Workshop	0	0	2				25		25	50	1
9	KEE354	Mini Project or Internship Assessment*	0	0	2			50				50	1
10	KNC301/ KNC302	Cyber Security/Environmental Science	2	0	0	15	10	25		50			NC+
11		MOOCs (Essential for Hons. Degree)											
		Total	**14**	**3**	**10**							**950**	**22**

**The Mini Project or internship (3-4 weeks) conducted during summer break after II semester and will be assessed during III semester.*

SEMESTER IV

Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KAS401	Maths-IV	3	1	0	30	20	50		100		150	4
2	KVE401	Universal Human Values	3	0	0	30	20	50		100		150	3
3	KEE401	Digital Electronics	3	0	0	30	20	50		100		150	3
4	KEE402	Electrical Machines-I	3	1	0	30	20	50		100		150	4
5	KEE403	Networks Analysis & Synthesis	3	1	0	30	20	50		100		150	4
6	KEE451	Circuit Simulation Lab	0	0	2				25		25	50	1
7	KEE452	Electrical Machines-I Lab	0	0	2				25		25	50	1
8	KEE453	Digital Electronics Lab	0	0	2				25		25	50	1
9	KNC402/ KNC401	Environmental Science/Cyber Security	2	0	0	15	10	25		50			
10		MOOCs (Essential for Hons. Degree)											
		Total	**17**	**3**	**6**							**900**	**21**

Director
R.D. Engineering College
Duhai, Ghaziabad

Technical Communication
(KAS301/401)
(Effective from the session 2021-22)

L T P
2 1 0

Unit -1 Fundamentals of Technical Communication:
Technical Communication: Features; Distinction between General and Technical Communication; Language as a tool of Communication; Dimensions of Communication: Reading & comprehension; Technical writing: sentences; Paragraph; Technical style: Definition, types & Methods; The flow of Communication: Downward; upward, Lateral or Horizontal; Barriers to Communication.

Unit - II Forms of Technical Communication:
Technical Report: Definition & importance: Thesis/Project writing: structure & importance; synopsis writing: Methods; Technical research Paper writing: Methods & style; Seminar & Conference paper writing; Expert Technical Lecture: Theme clarity; Analysis & Findings; 7 Cs of effective business writing: concreteness, completeness, clarity, conciseness, courtesy, correctness, consideration, C.V./Resume writing; Technical Proposal: Types, Structure & Draft.

Unit - III Technical Presentation: Strategies & Techniques
Presentation: Forms; interpersonal Communication; Class room presentation; style; method; Individual conferencing: essentials: Public Speaking: method; Techniques: Clarity of substance; emotion; Humour; Modes of Presentation; Overcoming Stage Fear; Audience Analysis & retention of audience interest; Methods of Presentation: Interpersonal; Impersonal; Audience Participation: Quizzes & Interjections.

Unit - IV Technical Communication Skills:
Interview skills; Group Discussion: Objective & Method; Seminar/Conferences Presentation skills: Focus; Content; Style; Argumentation skills: Devices: Analysis; Cohesion & Emphasis; Critical thinking; Nuances: Exposition narration & Description; effective business communication competence: Grammatical: Discourse competence: combination of expression & conclusion; Socio-linguistic competence: Strategic competence: Solution of communication problems with verbal and non verbal means.

Unit - V Dimensions of Oral Communication & Voice Dynamics:
Code and Content; Stimulus & Response; Encoding process; Decoding process; Pronunciation Etiquette; Syllables; Vowel sounds; Consonant sounds; Tone: Rising tone; Falling Tone; Flow in Speaking; Speaking with a purpose; Speech & personality; Professional Personality Attributes: Empathy; Considerateness; Leadership; Competence.

Reference Books

1. Technical Communication – Principles and Practices by Meenakshi Raman & Sangeeta Sharma. Oxford Univ. Press, 2007, New Delhi.
2. Personality Development and Soft Skills by Barun K. Mitra, OUP, 2012, New Delhi.
3. Spoken English- A Manual of Speech and Phonetics by R.K.Bansal & J.B.Harrison, Orient Blackswan, 2013, New Delhi.
4. Business Correspondence and Report Writing by Prof. R.C. Sharma & Krishna Mohan, Tata McGraw Hill & Co. Ltd., 2001, New Delhi.
5. Practical Communication: Process and Practice by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2014, Delhi.

Director
R.D. Engineering College
Duhai, Ghaziabad

6. Modern Technical Writing by Sherman, Theodore A (et.al); Apprentice Hall; New Jersey; U.S.
7. A Text Book of Scientific and Technical Writing by S.D. Sharma; Vikas Publication, Delhi.
8. Skills for Effective Business Communication by Michael Murphy, Harward University, U.S.
9. Business Communication for Managers by Payal Mehra, Pearson Publication, Delhi.

Course Outcomes

1. Students will be enabled to **understand** the nature and objective of Technical Communication relevant for the work place as Engineers.
2. Students will **utilize** the technical writing for the purposes of Technical Communication and its exposure in various dimensions.
3. Students would imbibe inputs by presentation skills to **enhance** confidence in face of diverse audience.
4. Technical communication skills will **create** a vast know-how of the application of the learning to promote their technical competence.
5. It would enable them to **evaluate** their efficacy as fluent & efficient communicators by learning the voice-dynamics.

Director
R.D. Engineering College
Duhai, Ghaziabad

KVE301/
KVE 401/
KVE 301H/
KVE 401 H

Universal Human Values and Professional Ethics

L	T	P	C
3	0	0	3

Objectives:

1. To help students distinguish between values and skills, and understand the need, basic guidelines, content and process of value education.
2. To help students initiate a process of dialog within themselves to know what they 'really want to be' in their life and profession
3. To help students understand the meaning of happiness and prosperity for a human being.
4. To facilitate the students to understand harmony at all the levels of human living, and live accordingly.
5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life

Course Outcome:

On completion of this course, the students will be able to

1. Understand the significance of value inputs in a classroom, distinguish between values and skills, understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperity and do a correct appraisal of the current scenario in the society
2. Distinguish between the Self and the Body, understand the meaning of Harmony in the Self the Co-existence of Self and Body.
3. Understand the value of harmonious relationship based on trust, respect and other naturally acceptable feelings in human-human relationships and explore their role in ensuring a harmonious society
4. Understand the harmony in nature and existence, and work out their mutually fulfilling participation in the nature.
5. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

Catalogue Description

Every human being has two sets of questions to answer for his life: a) what to do? and, b) how to do?. The first set pertains to the value domain, and the other to the skill domain. Both are complimentary, but value domain has a higher priority. Today, education has become more and more skill biased, and hence, the basic aspiration of a human being, that is to live with happiness and prosperity, gets defeated, in spite of abundant technological progress. This course is aimed at giving inputs that will help to ensure the right understanding and right feelings in the students in their life and profession, enabling them to lead an ethical life. In this course, the students learn the process of self-exploration, the difference between the Self and the Body, the naturally acceptable feelings in relationships in a family, the comprehensive human goal in the society, the mutual fulfillment in the nature and the co-existence in existence. As a natural outcome of such inputs, they are able to evaluate an ethical life and profession ahead.

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT-1 **Course Introduction - Need, Basic Guidelines, Content and Process for Value Education**

Understanding the need, basic guidelines, content and process for Value Education, Self-Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration, Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority, Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario, Method to fulfill the above human aspirations: understanding and living in harmony at various levels.

UNIT-2 **Understanding Harmony in the Human Being - Harmony in Myself**

Understanding human being as a co-existence of the sentient 'I' and the material 'Body', Understanding the needs of Self ('I') and 'Body' - Sukh and Suvidha, Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer), Understanding the characteristics and activities of 'I' and harmony in 'I', Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail, Programs to ensure Sanyam and Swasthya.

UNIT-3 **Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**

Understanding harmony in the Family- the basic unit of human interaction , Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*; Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship, Understanding the meaning of *Vishwas*; Difference between intention and competence, Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship, Understanding the harmony in the society (society being an extension of family): *Samadhan*, *Samridhi*, *Abhay*, *Sah-astitva* as comprehensive Human Goals, Visualizing a universal harmonious order in society- Undivided Society (*AkhandSamaj*), Universal Order (*SarvabhaumVyawastha*)- from family to world family!.

UNIT-4 **Understanding Harmony in the Nature and Existence - Whole existence as Co-existence**

Understanding the harmony in the Nature, Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature, Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.

UNIT-5 **Implications of the above Holistic Understanding of Harmony on Professional Ethics**

Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Competence in Professional Ethics: a) Ability to utilize the professional competence for augmenting universal human order, b) Ability to identify the scope and characteristics of people-friendly and eco-friendly

Director
R.D. Engineering College
Duhai, Ghaziabad

production systems, technologies and management models, Case studies of typical holistic technologies, management models and production systems, Strategy for transition from the present state to Universal Human Order: a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers, b) At the level of society: as mutually enriching institutions and organizations.

Text Books:

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

References:

1. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA
2. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
4. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
5. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
6. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
7. A N Tripathy, 2003, Human Values, New Age International Publishers.
8. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
9. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers , Oxford University Press
10. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
11. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

Mode of Evaluation:

Assignment/ Seminar/Continuous Assessment Test/Semester End Exam

Director
R.D. Engineering College
Duhai, Ghaziabad

B.Tech. V Semester
Electronics and Communication Engineering

S. No.	Course Code	Course Title	Periods			Evaluation Scheme				End Semester		Total	Credits
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KEC-501	Integrated Circuits	3	1	0	30	20	50		100		150	4
2	KEC-502	Microprocessor & Microcontroller	3	1	0	30	20	50		100		150	4
3	KEC-503	Digital Signal Processing	3	1	0	30	20	50		100		150	4
4	KEC-051–054	Department Elective-I	3	0	0	30	20	50		100		150	3
5	KEC-055-058	Department Elective-II	3	0	0	30	20	50		100		150	3
6	KEC-551	Integrated Circuits Lab	0	0	2				25		25	50	1
7	KEC-552	Microprocessor & Microcontroller Lab	0	0	2				25		25	50	1
8	KEC-553	Digital Signal Processing Lab	0	0	2				25		25	50	1
9	KEC-554	Mini Project/Internship **	0	0	2				50			50	1
10	KNC501/KNC502	Constitution of India, Law and Engineering / Indian Tradition, Culture and Society	2	0	0	15	10	25		50			NC
11		MOOCs (Essential for Hons. Degree)											
		Total										**950**	**22**

**The Mini Project or Internship (4weeks) conducted during summer break after IV Semester and will be assessed during Vth Semester.

Course Code	Course Title
	Department Elective-I
KEC-051	Computer Architecture and Organization
KEC-052	Industrial Electronics
KEC-053	VLSI Technology
KEC-054	Advance Digital Design using Verilog
	Department Elective-II
KEC-055	Electronics Switching
KEC-056	Advance Semiconductor Device
KEC-057	Electronics Measurement & Instrumentation
KEC-058	Optical Communication

Director
R.D. Engineering College
Duhai, Ghaziabad

CONSTITUTION OF INDIA, LAW AND ENGINEERING

L:T: P: 2: 0:0

Module 1--Introduction and Basic Information about Indian Constitution:

Meaning of the constitution law and constitutionalism, Historical Background of the Constituent Assembly, Government of India Act of 1935 and Indian Independence Act of 1947,Enforcement of the Constitution, Indian Constitution and its Salient Features, The Preamble of the Constitution, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy, Parliamentary System, Federal System, Centre-State Relations, Amendment of the Constitutional Powers and Procedure, The historical perspectives of the constitutional amendments in India, Emergency Provisions: National Emergency, President Rule, Financial Emergency, and Local Self Government – Constitutional Scheme in India.

Module 2-Union Executive and State Executive:

Powers of Indian Parliament Functions of Rajya Sabha, Functions of Lok Sabha, Powers and Functions of the President, Comparison of powers of Indian President with the United States, Powers and Functions of the Prime Minister, Judiciary – The Independence of the Supreme Court, Appointment of Judges, Judicial Review, Public Interest Litigation, Judicial Activism, LokPal, Lok Ayukta, The Lokpal and Lok ayuktas Act 2013, State Executives – Powers and Functions of the Governor, Powers and Functions of the Chief Minister, Functions of State Cabinet, Functions of State Legislature, Functions of High Court and Subordinate Courts.

Module 3- Introduction and Basic Information about Legal System:

The Legal System: Sources of Law and the Court Structure: Enacted law -Acts of Parliament are of primary legislation, Common Law or Case law, Principles taken from decisions of judges constitute binding legal rules. The Court System in India and Foreign Courtiers (District Court, District Consumer Forum, Tribunals, High Courts, Supreme Court). Arbitration: As an alternative to resolving disputes in the normal courts, parties who are in dispute can agree that this will instead be referred to arbitration. Contract law, Tort, Law at workplace.

Module 4- Intellectual Property Laws and Regulation to Information:

Intellectual Property Laws: Introduction, Legal Aspects of Patents, Filing of Patent Applications, Rights from Patents, Infringement of Patents, Copyright and its Ownership, Infringement of Copyright, Civil Remedies for Infringement, Regulation to Information-Introduction, Right to Information Act, 2005, Information Technology Act, 2000, Electronic Governance, Secure Electronic Records and Digital Signatures, Digital Signature Certificates, Cyber Regulations Appellate Tribunal, Offences, Limitations of the Information Technology Act.

Module 5 -Business Organizations and E-Governance:

Sole Traders, Partnerships: Companies: The Company's Act: Introduction, Formation of a Company, Memorandum of Association, Articles of Association, Prospectus, Shares, Directors, General Meetings and Proceedings, Auditor, Winding up.

E-Governance and role of engineers in E-Governance, Need for reformed engineering serving at the Union and State level, Role of I.T. professionals in Judiciary, Problem of Alienation and Secessionism in few states creating hurdles in Industrial development.

Director
R.D. Engineering College
Duhai, Ghaziabad

COURSE OBJECTIVE:

- To acquaint the students with legacies of constitutional development in India and help those to understand the most diversified legal document of India and philosophy behind it.
- To make students aware of the theoretical and functional aspects of the Indian Parliamentary System.
- To channelize students' thinking towards basic understanding of the legal concepts and its implications for engineers.
- To acquaint students with latest intellectual property rights and innovation environment with related regulatory framework.
- To make stuPdents learn about role of engineering in business organizations and e-governance.

COURSE OUTCOME: At the end of the course, learners should be able to-

1. Identify and explore the basic features and modalities about Indian constitution.
2. Differentiate and relate the functioning of Indian parliamentary system at the center and state level.
3. Differentiate different aspects of Indian Legal System and its related bodies.
4. Discover and apply different laws and regulations related to engineering practices.
5. Correlate role of engineers with different organizations and governance models

Pedagogy: Lecture, Problem based learning, Group discussions, Visual media, Films, Documentaries, Debate forums.

Suggested Readings:

- Brij Kishore Sharma: *Introduction to the Indian Constitution*, 8th Edition, PHI Learning Pvt. Ltd.
- Granville Austin: *The Indian Constitution: Cornerstone of a Nation (Classic Reissue)*, Oxford University Press.
- Subhash C. Kashyap: *Our Constitution: An Introduction to India's Constitution and constitutional Law*, NBT, 2018.
- Madhav Khosla: *The Indian Constitution*, Oxford University Press.
- PM Bakshi: *The Constitution of India*, Latest Edition, Universal Law Publishing.
- V.K. Ahuja: *Law Relating to Intellectual Property Rights* (2007)
- Suresh T. Viswanathan: *The Indian Cyber Laws, Bharat Law House*, New Delhi-88
- P. Narayan: Intellectual Property Law, Eastern Law House, New Delhi
- Prabudh Ganguli: *Gearing up for Patents: The Indian Scenario*, Orient Longman.
- BL Wadehra: Patents, Trademarks, *Designs and Geological Indications Universal Law* Publishing - LexisNexis.
- *Intellectual Property Rights: Law and Practice, Module III* by ICSI (only relevant sections)
- Executive programme study material Company Law, Module II, by ICSI (The Institute of Companies Secretaries of India) (Only relevant sections i.e., Study 1, 4 and 36).https://www.icsi.edu/media/webmodules/publications/Company%20Law.pdf
- Handbook on e-Governance Project Lifecycle, Department of Electronics & Information Technology, Government of India, https://www.meity.gov.in/writereaddata/files/e-Governance_Project_Lifecycle_Participant_Handbook-5Day_CourseV1_20412.pdf
- Companies Act, 2013 Key highlights and analysis by PWC. https://www.pwc.in/assets/pdfs/publications/2013/companies-act-2013-key-highlights-and-analysis.pdf

Director
R.D. Engineering College
Duhai, Ghaziabad

Referred Case Studies:

- Keshavanand Bharati V. State of Kerala, AIR 1973 SC 1461.
- Maneka Gandhi V. Union of India AIR, 1978 SC 597.
- S.R. Bammai V. Union of India, AIR 1994 SC 1918.
- Kuldip Nayyar V. Union of India, AIR 2006 SC312.
- A.D.M. Jabalpur V. ShivkantShakla, AIR 1976 SC1207.
- Remshwar Prasad V. Union of India, AIR 2006 SC980.
- Keshav Singh in re, AIR 1965 SC 745.
- Union of India V. Talsiram, AIR 1985 SC 1416.
- Atiabari Tea Estate Co.V. State of Assam, AIR 1961SC232.
- SBP & Co. Vs. Patel Engg. Ltd. 2005 (8) SCC 618.
- Krishna Bhagya Jala Nigam Ltd. Vs. G. Arischandra Reddy (2007) 2 SCC 720.
- Oil & Natural Gas Corporation Vs. Saw Pipes Ltd. 2003 (4) SCALE 92 – 185.

**** (Other relevant case studies can be consulted by the teacher as per the topic).**

Prescribed Legislations:

1. Information Technology Act, 2000 with latest amendments.
2. RTI Act 2005 with latest amendments.
3. Information Technology Rules, 2000
4. Cyber Regulation Appellate Tribunal Rules, 2000

Suggested aid for Students and Pedagogic purpose

- RSTV debates on corporate law, IPR and patent issues
- NPTEL lectures on IPR and patent rights

Episodes of 10 -part mini TV series "Samvidhan: The Making of Constitution of India" by RSTV.

Director
R.D. Engineering College
Duhai, Ghaziabad

B.Tech. VI Semester
Electronics and Communication Engineering

S. No.	Course Code	Course Title	Periods			Evaluation Scheme				End Semester		Total	Credits
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KEC-601	Digital Communication	3	1	0	30	20	50		100		150	4
2	KEC-602	Control System	3	1	0	30	20	50		100		150	4
3	KEC-603	Antenna and Wave Propagation	3	1	0	30	20	50		100		150	4
4		Department Elective–III	3	0	0	30	20	50		100		150	3
5		Open Elective-I	3	0	0	30	20	50		100		150	3
6	KEC-651	Digital Communication Lab	0	0	2				25		25	50	1
7	KEC-652	Control System Lab	0	0	2				25		25	50	1
8	KEC-653	Elective Lab	0	0	2				25		25	50	1
9	KNC601/ KNC602	Constitution of India, Law and Engineering / Indian Tradition, Culture and Society	2	0	0	15	10	25		50			NC
10		MOOCs (Essential for Hons. Degree)											
		Total										**900**	**21**

Course Code	Course Title
	Department Elective-III
KEC-061	Microcontroller & Embedded System Design
KEC-062	Satellite Communication
KEC-063	Data Communication Networks
KEC-064	Analog Signal Processing
KEC-065	Random Variables & Stochastic Process

Course Code	Elective Lab
KEC-653A	Measurement & Instrumentation Lab
KEC-653B	Cad for Electronics Lab
KEC-653C	Microcontroller & Embedded System Design Lab

Director
R.D. Engineering College
Duhai, Ghaziabad

INDIAN TRADITIONS, CULTURAL AND SOCIETY

L: T:P: 2: 0:0

Module 1- Society State and Polity in India

State in Ancient India: Evolutionary Theory, Force Theory, Mystical Theory Contract Theory, Stages of State Formation in Ancient India, Kingship , Council of Ministers Administration Political Ideals in Ancient India Conditions' of the Welfare of Societies, The Seven Limbs of the State, Society in Ancient India, Purusārtha, Varnāshrama System, Āshrama or the Stages of Life, Marriage, Understanding Gender as a social category, The representation of Women in Historical traditions, Challenges faced by Women. Four-class Classification, Slavery.

Module 2- Indian Literature, Culture, Tradition, and Practices

Evolution of script and languages in India: Harappan Script and Brahmi Script. The Vedas, the Upanishads, the Ramayana and the Mahabharata, Puranas, Buddhist And Jain Literature in Pali,Prakrit And Sanskrit, Kautilya's Arthashastra, Famous Sanskrit Authors, Telugu Literature, Kannada Literature,Malayalam Literature ,Sangama Literature Northern Indian Languages & Literature, Persian And Urdu ,Hindi Literature

Module 3- Indian Religion, Philosophy, and Practices

Pre-Vedic and Vedic Religion, Buddhism, Jainism, Six System Indian Philosophy, Shankaracharya, Various Philosophical Doctrines , Other Heterodox Sects, Bhakti Movement, Sufi movement, Socio religious reform movement of 19th century, Modern religious practices.

Module 4-Science, Management and Indian Knowledge System

Astronomy in India, Chemistry in India, Mathematics in India, Physics in India, Agriculture in India, Medicine in India ,Metallurgy in India, Geography, Biology, Harappan Technologies, Water Management in India, Textile Technology in India ,Writing Technology in India Pyrotechnics in India Trade in Ancient India/,India's Dominance up to Pre-colonial Times

Module 5- Cultural Heritage and Performing Arts

Indian Architect, Engineering and Architecture in Ancient India, Sculptures, Seals, coins, Pottery, Puppetry, Dance, Music, Theatre, drama, Painting, Martial Arts Traditions, Fairs and Festivals, Current developments in Arts and Cultural, Indian's Cultural Contribution to the World. Indian Cinema

COURSE OBJECTIVES:

- The course aims at imparting basic principles of thought process, reasoning and inference to identify the roots and details of some of the contemporary issues faced by our nation and try to locate possible solutions to these challenges by digging deep into our past.
- To enable the students to understand the importance of our surroundings and encourage the students to contribute towards sustainable development.
- To sensitize students towards issues related to 'Indian' culture, tradition and its composite character.

Director
R.D. Engineering College
Duhai, Ghaziabad

- To make students aware of holistic life styles of Yogic-science and wisdom capsules in Sanskrit literature that are important in modern society with rapid technological advancements and societal disruptions.
- To acquaint students with Indian Knowledge System, Indian perspective of modern scientific world-view and basic principles of Yoga and holistic health care system.

COURSE OUTCOMES: Ability to understand, connect up and explain basics of Indian Traditional knowledge modern scientific perspective.

Suggested Pedagogy for Teachers

- Project based learning
- Case studies
- Group discussion
- Presentations

Suggested Text & Reference Books

1. V. Sivaramakrishna (Ed.), *Cultural Heritage of India-Course Material*, Bharatiya Vidya Bhavan, Mumbai, 5th Edition, 2014P
2. S. Baliyan, *Indian Art and Culture*, Oxford University Press, India
3. Swami Jitatmanand, *Modern Physics and Vedant*, Bharatiya Vidya Bhavan
4. Romila Thapar, *Readings In Early Indian History* Oxford University Press , India
5. Fritz of Capra, Tao of Physics
6. Fritz of Capra, The wave of Life
7. V N Jha (English Translation), *Tarkasangraha of Annam Bhatta,* Inernational Chinmay Foundation,Velliarnad,Amaku,am
8. Yoga Sutra of Patanjali, Ramakrishna Mission, Kolkatta
9. GN Jha (Eng. Trans.) Ed. R N Jha, *Yoga-darshanam with Vyasa Bhashya*, Vidyanidhi Prakasham, Delhi,2016
10. RN Jha, Science of Consciousness Psychotherapy and Yoga Practices, Vidyanidhi Prakasham, Delhi, 2016
11. P R Sharma (English translation), Shodashang Hridayam
12. Basham, A.L., *The Wonder that was India* (34th impression), New Delhi, Rupa & co
13. Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*(fourth edition), Delhi, Motilal Banarsidass,

Director
R.D. Engineering College
Duhai, Ghaziabad

ELECTRONICS $ COMMUNICATIONS ENGINEERING

EVALUATION SCHEME - B.TECH 4th YEAR

2021-22

SEMESTER- VII

Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KHU701 /KHU702	HSMC -1 #/ HSMC-2 #	3	0	0	30	20	50		100		150	3
2	KEE07X	**Departmental Elective-IV**	**3**	**0**	**0**	**30**	**20**	**50**		**100**		**150**	**3**
3	KEE07X	**Departmental Elective-V**	**3**	**0**	**0**	**30**	**20**	**50**		**100**		**150**	**3**
4	KOE07X	Open Elective-II	3	0	0	30	20	50		100		150	3
5	KEE751	Industrial Automation & PLC Lab	0	0	2				25		25	50	1
6	KEE752	Mini Project or Internship Assessment*	0	0	2				50			50	1
7	KEE753	Project I	0	0	8				150			150	4
8		MOOCs (Essential for Hons. Degree)											
		TOTAL	**12**	**0**	**12**							**850**	**18**

*The Mini Project or internship (4 - 6 weeks) conducted during summer break after VI semester and will be assessed during VII semester.

Department Elective - IV

KEE070: Advanced Micro processors & Micro Controllers
KEE071: Energy Conservation and Auditing
KEE072: HVDC & AC Transmission
KEE073: High Voltage Engineering
KEE074: Power Quality and FACTS

Department Elective - V

KEE075: Electric drives
KEE076: Power System dynamics and Control
KEE077: Power System Protection
KEE078: Deregulated Power System
KEE079: Utilization of Electrical Energy & Electric Traction

SEMESTER- VIII

Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KHU801/ KHU802	HSMC-2#/HSMC-1#	3	0	0	30	20	50		100		150	3
2	KOE08X	Open Elective-III	3	0	0	30	20	50		100		150	3
3	KOE08X	Open Elective-IV	3	0	0	30	20	50		100		150	3
4	KEE851	Project II	0	0	18				100		300	400	9
5		MOOCs (Essential for Hons. Degree)											
		Total	**9**	**0**	**18**							**850**	**18**

Director
R.D. Engineering College
Duhai, Ghaziabad

KHU701/ KHU801	**RURAL DEVELOPMENT: ADMINISTRATION AND PLANNING**	**3L:0T:0P**	**3 Credits**

COURSE OUTCOME: After completion of the course student will be able to:

1. Students can understand the definitions, concepts and components of Rural Development
2. Students will know the importance, structure, significance, resources of Indian rural economy.
3. Students will have a clear idea about the area development programmes and its impact.
4. Students will be able to acquire knowledge about rural entrepreneurship.
5. Students will be able to understand about the using of different methods for human resource planning

Unit	Topics	Lectures
I	**Rural Planning & Development:** Concepts of Rural Development, Basic elements of rural Development, and Importance of Rural Development for creation of Sustainable Livelihoods, An overview of Policies and Programmes for Rural Development- Programmes in the agricultural sector, Programmes in the Social Security, Programmes in area of Social Sector.	8
II	**Rural Development Programmes:** Sriniketan experiment, Gurgaon experiment, marthandam experiment, Baroda experiment, Firkha development scheme, Etawa pilot project, Nilokheri experiment,approaches to rural community development: Tagore, Gandhi etc	8
III	**Panchayati Raj & Rural Administration:** Administrative Structure: bureaucracy, structure of administration; Panchayati Raj Institutions Emergence and Growth of Panchayati Raj Institutions in India; People and Panchayati Raj; Financial Organizations in Panchayati Raj Institutions, Structure of rural finance, Government & Non-Government Organizations / Community Based Organizations, Concept of Self help group.	8
IV	**Human Resource Development in Rural Sector:** Need for Human Resource Development, Elements of Human Resource Development in Rural Sector Dimensions of HRD for rural development-Health, Education, Energy, Skill Development, Training, Nutritional Status access to basic amenities - Population composition.	8
V	**Rural Industrialization and Entrepreneurship:** Concept of Rural Industrialization, Gandhian approach to Rural Industrialization, Appropriate Technology for Rural Industries, Entrepreneurship and Rural Industrialization-Problems and diagnosis of Rural Entrepreneurship in India, with special reference to Women Entrepreneurship; Development of Small Entrepreneurs in India, need for and scope of entrepreneurship in Rural area.	8

Text Book:

1. Corporate Social Responsibility: An Ethical Approach - Mark S. Schwartz
2. Katar Singh: Rural Development in India – Theory History and Policy
3. TodaroM.P. Economic Development in III World war
4. Arora R.C – Integrated Rural Development in India
5. Dhandekar V.M and Rath N poverty in India
6. A.N.Agarwal and KundanaLal: Rural Economy of India
7. B.K.Prasad: Rural Development-Sarup& Son's Publications.

Director
R.D. Engineering College
Duhai, Ghaziabad

KHU702/ KHU802	**PROJECT MANAGEMENT & ENTREPRENEURSHIP**	**3L:0T:0P**	**3 Credits**

Unit	Topics	Lectures
I	**Entrepreneurship:** Entrepreneurship: need, scope , Entrepreneurial competencies & traits, Factors affecting entrepreneurial development, Entrepreneurial motivation (Mc Clellend's Achievement motivation theory), conceptual model of entrepreneurship , entrepreneur vs. intrapreneur; Classification of entrepreneurs; Entrepreneurial Development Programmes	8
II	**Entrepreneurial Idea and Innovation:** Introduction to Innovation, Entrepreneurial Idea Generation and Identifying Business Opportunities, Management skills for Entrepreneurs and managing for Value Creation, Creating and Sustaining Enterprising Model & Organizational Effectiveness	8
III	**Project Management:** Project management: meaning, scope & importance, role of project manager; project life-cycle Project appraisal: Preparation of a real time project feasibility report containing Technical appraisal,; Environmental appraisal, Market appraisal (including market survey for forecasting future demand and sales) and Managerial appraisal.	8
IV	**Project Financing:** Project cost estimation & working capital requirements, sources of funds, capital budgeting, Risk & uncertainty in project evaluation , preparation of projected financial statements viz. Projected balance sheet, projected income statement, projected funds & cash flow statements, Preparation of detailed project report, Project finance.	8
V	**Social Entrepreneurship:** Social Sector Perspectives and Social Entrepreneurship, Social Entrepreneurship Opportunities and Successful Models, Social Innovations and Sustainability, Marketing Management for Social Ventures, Risk Management in Social Enterprises, Legal Framework for Social Ventures.	8

Text Book:

1. Innovation and Entrepreneurship by Drucker, P.F.; Harper and Row
2. Business, Entrepreneurship and Management: Rao, V.S.P. ;Vikas
3. Entrepreneurship: Roy Rajeev; OUP.
4. Text Book of Project Management: Gopalkrishnan, P. and Ramamoorthy, V.E.; McMillan
5. Project Management for Engineering, Business and Technology: Nicholas, J.M., and Steyn, H.; PHI
6. Project Management: The Managerial Process: Gray, C.F., Larson, E.W. and Desai, G.V.; MGH

ector
R.D. Engineering College
Duhai, Ghaziabad

2021-22

B.Tech. (Mechanical Engineering)

SEMESTER- III

Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KOE031-38/ KAS302	Engg. Science Course/Maths IV	3	1	0	30	20	50		100		150	4
2	KAS301/ KVE301	Technical Communication/Universal Human Values	2 3	1 0	0 0	30	20	50		100		150	3
3	KME301	Thermodynamics	3	1	0	30	20	50		100		150	4
4	KME302	Fluid Mechanics & Fluid Machines	3	1	0	30	20	50		100		150	4
5	KME303	Materials Engineering	3	0	0	30	20	50		100		150	3
6	KME351	Fluid Mechanics Lab	0	0	2				25		25	50	1
7	KME352	Material Testing Lab	0	0	2				25		25	50	1
8	KME353	Computer Aided Machine Drawing-I Lab	0	0	2				25		25	50	1
9	KME354	Mini Project or Internship Assessment*	0	0	2			50				50	1
10	KNC301/ KNC302	Computer System Security/Python Programming	2	0	0	15	10	25		50			0
11		MOOCs (Essential for Hons. Degree)											
		Total										**950**	**22**

*The Mini Project or internship (3-4 weeks) conducted during summer break after II semester and will be assessed during III semester.

SEMESTER- IV

Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KAS402/ KOE041-48	Maths IV/Engg. Science Course	3	1	0	30	20	50		100		150	4
2	KVE401/ KAS401	Universal Human Values/Technical Communication	3 2	0 1	0 0	30	20	50		100		150	3
3	KME401	Applied Thermodynamics	3	0	0	30	20	50		100		150	3
4	KME402	Engineering Mechanics	3	1	0	30	20	50		100		150	4
5	KME403	Manufacturing Processes	3	1	0	30	20	50		100		150	4
6	KME451	Applied Thermodynamics Lab	0	0	2				25		25	50	1
7	KME452	Manufacturing Processes Lab	0	0	2				25		25	50	1
8	KME453	Computer Aided Machine Drawing-II Lab	0	0	2				25		25	50	1
9	KNC402/ KNC401	Python Programming / Computer System Security	2	0	0	15	10	25		50			0
10		MOOCs (Essential for Hons. Degree)											
		Total										**900**	**21**

Director
R.D. Engineering College
Duhai, Ghaziabad

KVE401	Universal Human Values and Professional Ethics	L	T	P	C
		3	0	0	3

Objectives:

1. To help students distinguish between values and skills, and understand the need, basic guidelines, content and process of value education.
2. To help students initiate a process of dialog within themselves to know what they 'really want to be' in their life and profession
3. To help students understand the meaning of happiness and prosperity for a human being.
4. To facilitate the students to understand harmony at all the levels of human living, and live accordingly.
5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life

Course Outcome:

On completion of this course, the students will be able to

1. Understand the significance of value inputs in a classroom, distinguish between values and skills, understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperity and do a correct appraisal of the current scenario in the society
2. Distinguish between the Self and the Body, understand the meaning of Harmony in the Self the Co-existence of Self and Body.
3. Understand the value of harmonious relationship based on trust, respect and other naturally acceptable feelings in human-human relationships and explore their role in ensuring a harmonious society
4. Understand the harmony in nature and existence, and work out their mutually fulfilling participation in the nature.
5. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

Catalogue Description

Every human being has two sets of questions to answer for his life: a) what to do? and, b) how to do?. The first set pertains to the value domain, and the other to the skill domain. Both are complimentary, but value domain has a higher priority. Today, education has become more and more skill biased, and hence, the basic aspiration of a human being, that is to live with happiness and prosperity, gets defeated, in spite of abundant technological progress. This course is aimed at giving inputs that will help to ensure the right understanding and right feelings in the students in their life and profession, enabling them to lead an ethical life. In this course, the students learn the process of self-exploration, the difference between the Self and the Body, the naturally acceptable feelings in relationships in a family, the comprehensive human goal in the society, the mutual fulfillment in the nature and the co-existence in existence. As a natural outcome of such inputs, they are able to evaluate an ethical life and profession ahead.

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT-1 **Course Introduction - Need, Basic Guidelines, Content and Process for Value Education**

Understanding the need, basic guidelines, content and process for Value Education, Self-Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration, Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority, Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario, Method to fulfill the above human aspirations: understanding and living in harmony at various levels.

UNIT-2 **Understanding Harmony in the Human Being - Harmony in Myself**

Understanding human being as a co-existence of the sentient 'I' and the material 'Body', Understanding the needs of Self ('I') and 'Body' - Sukh and Suvidha, Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer), Understanding the characteristics and activities of 'I' and harmony in 'I', Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail, Programs to ensure Sanyam and Swasthya.

UNIT-3 **Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**

Understanding harmony in the Family- the basic unit of human interaction , Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*; Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship, Understanding the meaning of *Vishwas*; Difference between intention and competence, Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship, Understanding the harmony in the society (society being an extension of family): *Samadhan*, *Samridhi*, *Abhay*, *Sah-astitva* as comprehensive Human Goals, Visualizing a universal harmonious order in society- Undivided Society (*AkhandSamaj*), Universal Order (*SarvabhaumVyawastha*)- from family to world family!.

UNIT-4 **Understanding Harmony in the Nature and Existence - Whole existence as Co-existence**

Understanding the harmony in the Nature, Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature, Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.

UNIT-5 **Implications of the above Holistic Understanding of Harmony on Professional Ethics**

Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Competence in Professional Ethics: a) Ability to utilize the professional competence for augmenting universal human order, b) Ability to identify the scope and characteristics of people-friendly and eco-friendly

Director
R.D. Engineering College

production systems, technologies and management models, Case studies of typical holistic technologies, management models and production systems, Strategy for transition from the present state to Universal Human Order: a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers, b) At the level of society: as mutually enriching institutions and organizations.

Text Books:

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

References:

1. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA
2. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
4. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
5. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
6. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
7. A N Tripathy, 2003, Human Values, New Age International Publishers.
8. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
9. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers , Oxford University Press
10. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
11. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

Mode of Evaluation:

Assignment/ Seminar/Continuous Assessment Test/Semester End Exam

Director
R.D. Engineering College
Duhai, Ghaziabad

Technical Communication
(KAS301/401)
(Effective from the session 2019-20)

L T P
2 1 0

Unit -1 Fundamentals of Technical Communication:
Technical Communication: Features; Distinction between General and Technical Communication; Language as a tool of Communication; Dimensions of Communication: Reading & comprehension; Technical writing: sentences; Paragraph; Technical style: Definition, types & Methods; The flow of Communication: Downward; upward, Lateral or Horizontal; Barriers to Communication.

Unit - II Forms of Technical Communication:
Technical Report: Definition & importance; Thesis/Project writing: structure & importance; synopsis writing: Methods; Technical research Paper writing: Methods & style; Seminar & Conference paper writing; Expert Technical Lecture: Theme clarity; Analysis & Findings; 7 Cs of effective business writing: concreteness, completeness, clarity, conciseness, courtesy, correctness, consideration, C.V./Resume writing; Technical Proposal: Types, Structure & Draft.

Unit - III Technical Presentation: Strategies & Techniques
Presentation: Forms; interpersonal Communication; Class room presentation; style; method; Individual conferencing: essentials: Public Speaking: method; Techniques: Clarity of substance; emotion; Humour; Modes of Presentation; Overcoming Stage Fear; Audience Analysis & retention of audience interest; Methods of Presentation: Interpersonal; Impersonal; Audience Participation: Quizzes & Interjections.

Unit - IV Technical Communication Skills:
Interview skills; Group Discussion: Objective & Method; Seminar/Conferences Presentation skills: Focus; Content; Style; Argumentation skills: Devices: Analysis; Cohesion & Emphasis; Critical thinking; Nuances: Exposition narration & Description; effective business communication competence: Grammatical; Discourse competence: combination of expression & conclusion; Socio-linguistic competence: Strategic competence: Solution of communication problems with verbal and non verbal means.

Unit - V Dimensions of Oral Communication & Voice Dynamics:
Code and Content; Stimulus & Response; Encoding process; Decoding process; Pronunciation Etiquette; Syllables; Vowel sounds; Consonant sounds; Tone: Rising tone; Falling Tone; Flow in Speaking; Speaking with a purpose; Speech & personality; Professional Personality Attributes: Empathy; Considerateness; Leadership; Competence.

Reference Books

1. Technical Communication – Principles and Practices by Meenakshi Raman & Sangeeta Sharma, Oxford Univ. Press, 2007, New Delhi.
2. Personality Development and Soft Skills by Barun K. Mitra, OUP, 2012, New Delhi.
3. Spoken English- A Manual of Speech and Phonetics by R.K.Bansal & J.B.Harrison, Orient Blackswan, 2013, New Delhi.
4. Business Correspondence and Report Writing by Prof. R.C. Sharma & Krishna Mohan, Tata McGraw Hill & Co. Ltd., 2001, New Delhi.
5. Practical Communication: Process and Practice by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2014, Delhi.

Director
R.D. Engineering C
Duhai, Ghazia

2021-22

B. Tech Mechanical Engineering
Evaluation Scheme

SEMESTER- V													
Sl. No.	Code	Subject	Periods			Evaluation Scheme			End Semester			Total	Credits
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KME 501	Heat and Mass Transfer	3	1	0	30	20	50		100		150	4
2	KME 502	Strength of Material	3	1	0	30	20	50		100		150	4
3	KME 503	Industrial Engineering	3	1	0	30	20	50		100		150	4
4		Departmental Elective-I	3	0	0	30	20	50		100		150	3
5		Departmental Elective-II	3	0	0	30	20	50		100		150	3
6	KME 551	Heat Transfer LAB	0	0	2				25		25	50	1
7	KME 552	Python Lab	0	0	2				25		25	50	1
8	KME 553	Internet of Things Lab	0	0	2				25		25	50	1
9	KME 554	Mini Project or Internship Assessment*	0	0	2				50			50	1
10	KNC501/ KNC502	Constitution of India, Law and Engineering / Indian Tradition, Culture and Society	2	0	0	15	10	25		50			NC
11	MOOCs (Essential for Hons. Degree)												
		Total	**17**	**3**	**6**							**950**	**22**

*The Mini Project or internship (4 - 5 weeks) conducted during summer break after IV semester and will be assessed during V semester.

SEMESTER- VI													
Sl. No.	Code	Subject	Periods			Evaluation Scheme			End Semester			Total	Credits
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KME 601	Refrigeration and Air Conditioning	3	1	0	30	20	50		100		150	4
2	KME 602	Machine Design	3	1	0	30	20	50		100		150	4
3	KME 603	Theory of Machine	3	1	0	30	20	50		100		150	4
4		Departmental Elective-III	3	0	0	30	20	50		100		150	3
5		Open Elective-I	3	0	0	30	20	50		100		150	3
6	KME 651	Refrigeration and Air Conditioning Lab	0	0	2				25		25	50	1
7	KME 652	Machine Design Lab	0	0	2				25		25	50	1
8	KME 653	Theory of Machine Lab	0	0	2				25		25	50	1
9	KNC601/ KNC602	Constitution of India, Law and Engineering / Indian Tradition, Culture and Society	2	0	0	15	10	25		50			NC
10		**Total**	**17**	**3**	**6**							**900**	**21**

Director
R.D. Engineering College
Duhai, Ghaziabad

SYLLABUS

1	KNC501/ KNC601	CONSTITUTION OF INDIA, LAW AND ENGINEERING

Director
R.D. Engineering College
Duhai, Ghaziabad

CONSTITUTION OF INDIA, LAW AND ENGINEERING

L:T: P: 2: 0:0

Module 1--Introduction and Basic Information about Indian Constitution:

Meaning of the constitution law and constitutionalism, Historical Background of the Constituent Assembly, Government of India Act of 1935 and Indian Independence Act of 1947,Enforcement of the Constitution, Indian Constitution and its Salient Features, The Preamble of the Constitution, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy, Parliamentary System, Federal System, Centre-State Relations, Amendment of the Constitutional Powers and Procedure, The historical perspectives of the constitutional amendments in India, Emergency Provisions: National Emergency, President Rule, Financial Emergency, and Local Self Government – Constitutional Scheme in India.

Module 2-Union Executive and State Executive:

Powers of Indian Parliament Functions of Rajya Sabha, Functions of Lok Sabha, Powers and Functions of the President, Comparison of powers of Indian President with the United States, Powers and Functions of the Prime Minister, Judiciary – The Independence of the Supreme Court, Appointment of Judges, Judicial Review, Public Interest Litigation, Judicial Activism, LokPal, Lok Ayukta, The Lokpal and Lok ayuktas Act 2013, State Executives – Powers and Functions of the Governor, Powers and Functions of the Chief Minister, Functions of State Cabinet, Functions of State Legislature, Functions of High Court and Subordinate Courts.

Module 3- Introduction and Basic Information about Legal System:

The Legal System: Sources of Law and the Court Structure: Enacted law -Acts of Parliament are of primary legislation, Common Law or Case law, Principles taken from decisions of judges constitute binding legal rules. The Court System in India and Foreign Courtiers (District Court, District Consumer Forum, Tribunals, High Courts, Supreme Court). Arbitration: As an alternative to resolving disputes in the normal courts, parties who are in dispute can agree that this will instead be referred to arbitration. Contract law, Tort, Law at workplace.

Module 4- Intellectual Property Laws and Regulation to Information:

Intellectual Property Laws: Introduction, Legal Aspects of Patents, Filing of Patent Applications, Rights from Patents, Infringement of Patents, Copyright and its Ownership, Infringement of Copyright, Civil Remedies for Infringement, Regulation to Information-Introduction, Right to Information Act, 2005, Information Technology Act, 2000, Electronic Governance, Secure Electronic Records and Digital Signatures, Digital Signature Certificates, Cyber Regulations Appellate Tribunal, Offences, Limitations of the Information Technology Act.

Module 5 -Business Organizations and E-Governance:

Sole Traders, Partnerships: Companies: The Company's Act: Introduction, Formation of a Company, Memorandum of Association, Articles of Association, Prospectus, Shares, Directors, General Meetings and Proceedings, Auditor, Winding up.

E-Governance and role of engineers in E-Governance, Need for reformed engineering serving at the Union and State level, Role of I.T. professionals in Judiciary, Problem of Alienation and Secessionism in few states creating hurdles in Industrial development.

Director
R.D. Engineering College
Duhai, Ghaziabad

COURSE OBJECTIVE:

- To acquaint the students with legacies of constitutional development in India and help those to understand the most diversified legal document of India and philosophy behind it.
- To make students aware of the theoretical and functional aspects of the Indian Parliamentary System.
- To channelize students' thinking towards basic understanding of the legal concepts and its implications for engineers.
- To acquaint students with latest intellectual property rights and innovation environment with related regulatory framework.
- To make students learn about role of engineering in business organizations and e-governance.

COURSE OUTCOME: At the end of the course, learners should be able to-

1. Identify and explore the basic features and modalities about Indian constitution.
2. Differentiate and relate the functioning of Indian parliamentary system at the center and state level.
3. Differentiate different aspects of Indian Legal System and its related bodies.
4. Discover and apply different laws and regulations related to engineering practices.
5. Correlate role of engineers with different organizations and governance models

Pedagogy: Lecture, Problem based learning, Group discussions, Visual media, Films, Documentaries, Debate forums.

Suggested Readings:

- Brij Kishore Sharma: *Introduction to the Indian Constitution*, 8th Edition, PHI Learning Pvt. Ltd.
- Granville Austin: *The Indian Constitution: Cornerstone of a Nation (Classic Reissue)*, Oxford University Press.
- S.G Subramanian: *Indian Constitution and Indian Polity*, 2nd Edition, Pearson Education 2020.
- Subhash C. Kashyap: *Our Constitution: An Introduction to India's Constitution and constitutional Law*, NBT, 2018.
- Madhav Khosla: *The Indian Constitution*, Oxford University Press.
- PM Bakshi: *The Constitution of India*, Latest Edition, Universal Law Publishing.
- V.K. Ahuja: *Law Relating to Intellectual Property Rights* (2007)
- Suresh T. Viswanathan: *The Indian Cyber Laws, Bharat Law House*, New Delhi-88
- P. Narayan: Intellectual Property Law, Eastern Law House, New Delhi
- Prabudh Ganguli: *Gearing up for Patents: The Indian Scenario*, Orient Longman.
- BL Wadehra: Patents, Trademarks, *Designs and Geological Indications Universal Law* Publishing - LexisNexis.
- *Intellectual Property Rights: Law and Practice, Module III* by ICSI (only relevant sections)
- Executive programme study material Company Law, Module II, by ICSI (The Institute of Companies Secretaries of India) (Only relevant sections i.e., Study 1, 4 and 36).https://www.icsi.edu/media/webmodules/publications/Company%20Law.pdf
- Handbook on e-Governance Project Lifecycle, Department of Electronics & Information Technology, Government of India, https://www.meity.gov.in/writereaddata/files/e-Governance_Project_Lifecycle_Participant_Handbook-5Day_CourseV1_20412.pdf
- Companies Act, 2013 Key highlights and analysis by PWC. https://www.pwc.in/assets/pdfs/publications/2013/companies-act-2013-key-highlights-and-analysis.pdf

Director
R.D. Engineering College
Duhai, Ghaziabad

Referred Case Studies:

- Keshavanand Bharati V. State of Kerala, AIR 1973 SC 1461.
- Maneka Gandhi V. Union of India AIR, 1978 SC 597.
- S.R. Bammai V. Union of India, AIR 1994 SC 1918.
- Kuldip Nayyar V. Union of India, AIR 2006 SC312.
- A.D.M. Jabalpur V. ShivkantShakla, AIR 1976 SC1207.
- Remshwar Prasad V. Union of India, AIR 2006 SC980.
- Keshav Singh in re, AIR 1965 SC 745.
- Union of India V. Talsiram, AIR 1985 SC 1416.
- Atiabari Tea Estate Co.V. State of Assam, AIR 1961SC232.
- SBP & Co. Vs. Patel Engg. Ltd. 2005 (8) SCC 618.
- Krishna Bhagya Jala Nigam Ltd. Vs. G. Arischandra Reddy (2007) 2 SCC 720.
- Oil & Natural Gas Corporation Vs. Saw Pipes Ltd. 2003 (4) SCALE 92 – 185.

**** (Other relevant case studies can be consulted by the teacher as per the topic).**

Prescribed Legislations:

1. Information Technology Act, 2000 with latest amendments.
2. RTI Act 2005 with latest amendments.
3. Information Technology Rules, 2000
4. Cyber Regulation Appellate Tribunal Rules, 2000

Suggested aid for Students and Pedagogic purpose

- RSTV debates on corporate law, IPR and patent issues
- NPTEL lectures on IPR and patent rights

Episodes of 10 -part mini TV series "Samvidhan: The Making of Constitution of India" by RSTV.

Director
R.D. Engineering College
Duhai, Ghaziabad

SYLLABUS

2	KNC502/ KNC602	INDIAN TRADITION, CULTURE AND SOCIETY

Director
R.D. Engineering College
Duhai, Ghaziabad

INDIAN TRADITIONS, CULTURAL AND SOCIETY

L: T:P: 2: 0:0

Module 1- Society State and Polity in India

State in Ancient India: Evolutionary Theory, Force Theory, Mystical Theory Contract Theory, Stages of State Formation in Ancient India, Kingship , Council of Ministers Administration Political Ideals in Ancient India Conditions' of the Welfare of Societies, The Seven Limbs of the State, Society in Ancient India, Purusārtha, Varnāshrama System, Āshrama or the Stages of Life, Marriage, Understanding Gender as a social category, The representation of Women in Historical traditions, Challenges faced by Women. Four-class Classification, Slavery.

Module 2- Indian Literature, Culture, Tradition, and Practices

Evolution of script and languages in India: Harappan Script and Brahmi Script. The Vedas, the Upanishads, the Ramayana and the Mahabharata, Puranas, Buddhist And Jain Literature in Pali,Prakrit And Sanskrit, Kautilya's Arthashastra, Famous Sanskrit Authors, Telugu Literature, Kannada Literature,Malayalam Literature ,Sangama Literature Northern Indian Languages & Literature, Persian And Urdu ,Hindi Literature

Module 3- Indian Religion, Philosophy, and Practices

Pre-Vedic and Vedic Religion, Buddhism, Jainism, Six System Indian Philosophy, Shankaracharya, Various Philosophical Doctrines , Other Heterodox Sects, Bhakti Movement, Sufi movement, Socio religious reform movement of 19th century, Modern religious practices.

Module 4-Science, Management and Indian Knowledge System

Astronomy in India, Chemistry in India, Mathematics in India, Physics in India, Agriculture in India, Medicine in India ,Metallurgy in India, Geography, Biology, Harappan Technologies, Water Management in India, Textile Technology in India ,Writing Technology in India Pyrotechnics in India Trade in Ancient India/,India's Dominance up to Pre-colonial Times

Module 5- Cultural Heritage and Performing Arts

Indian Architect, Engineering and Architecture in Ancient India, Sculptures, Seals, coins, Pottery, Puppetry, Dance, Music, Theatre, drama, Painting, Martial Arts Traditions, Fairs and Festivals, Current developments in Arts and Cultural, Indian's Cultural Contribution to the World. Indian Cinema

COURSE OBJECTIVES:

- The course aims at imparting basic principles of thought process, reasoning and inference to identify the roots and details of some of the contemporary issues faced by our nation and try to locate possible solutions to these challenges by digging deep into our past.
- To enable the students to understand the importance of our surroundings and encourage the students to contribute towards sustainable development.
- To sensitize students towards issues related to 'Indian' culture, tradition and its composite character.

Director
R.D. Engineering College
Duhai, Ghaziabad

- To make students aware of holistic life styles of Yogic-science and wisdom capsules in Sanskrit literature that are important in modern society with rapid technological advancements and societal disruptions.
- To acquaint students with Indian Knowledge System, Indian perspective of modern scientific world-view and basic principles of Yoga and holistic health care system.

COURSE OUTCOMES: Ability to understand, connect up and explain basics of Indian Traditional knowledge modern scientific perspective.

Suggested Pedagogy for Teachers

- Project based learning
- Case studies
- Group discussion
- Presentations

Suggested Text & Reference Books

1. V. Sivaramakrishna (Ed.), *Cultural Heritage of India-Course Material*, Bharatiya Vidya Bhavan, Mumbai, 5th Edition, 2014
2. S. Baliyan, *Indian Art and Culture*, Oxford University Press, India
3. Swami Jitatmanand, *Modern Physics and Vedant*, Bharatiya Vidya Bhavan
4. Romila Thapar, *Readings In Early Indian History* Oxford University Press , India
5. Fritz of Capra, Tao of Physics
6. Fritz of Capra, The wave of Life
7. V N Jha (English Translation), *Tarkasangraha of Annam Bhatta,* Inernational Chinmay Foundation,Velliarnad,Amaku,am
8. Yoga Sutra of Patanjali, Ramakrishna Mission, Kolkatta
9. GN Jha (Eng. Trans.) Ed. R N Jha, *Yoga-darshanam with Vyasa Bhashya*, Vidyanidhi Prakasham, Delhi,2016
10. RN Jha, Science of Consciousness Psychotherapy and Yoga Practices, Vidyanidhi Prakasham, Delhi, 2016
11. P R Sharma (English translation), Shodashang Hridayam
12. Basham, A.L., *The Wonder that was India* (34th impression), New Delhi, Rupa & co
13. Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*(fourth edition), Delhi, Motilal Banarsidass,

Director
R.D. Engineering College
Duhai, Ghaziabad

2021-22

B. Tech Mechanical Engineering
Evaluation Scheme
Effective in Session 2021-22

SEMESTER- VII													
Sl. No.	Code	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1		HSMC-1/HSMC-2	3	0	0	30	20	50		100		150	3
2		Departmental Elective-IV	3	0	0	30	20	50		100		150	3
3		Departmental Elective-V	3	0	0	30	20	50		100		150	3
4		Open Elective-II	3	0	0	30	20	50		100		150	3
5	KME 751	Measurement & Metrology Lab	0	0	2				25		25	50	1
6	KME 752	Mini Project or Internship Assessment*	0	0	2				50			50	1
7	KME 753	Project	0	0	8				150			150	4
8		MOOCs (Essential for Hons. Degree)											
		Total	**9**	**0**	**12**	**21**						**850**	**18**

*The Mini Project or internship (5 - 6 weeks) conducted during summer break after VI semester and will be assessed during VII semester.

SEMESTER- VIII													
Sl. No	Code	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1		HSMC-2/HSMC-1	3	0	0	30	20	50		100		150	3
2		Open Elective-III	3	0	0	30	20	50		100		150	3
3		Open Elective-IV	3	0	0	30	20	50		100		150	3
4	KME 851	Project	0	0	18				100		300	400	9
5		MOOCs (Essential for Hons. Degree)											
		Total	**9**	**0**	**18**	**27**						**850**	**18**

Director
R.D. Engineering College
Duhai, Ghaziabad

KHU701/ KHU801	**RURAL DEVELOPMENT: ADMINISTRATION AND PLANNING**	**3L:0T:0P**	**3 Credits**

COURSE OUTCOME: After completion of the course student will be able to:

1. Students can understand the definitions, concepts and components of Rural Development
2. Students will know the importance, structure, significance, resources of Indian rural economy.
3. Students will have a clear idea about the area development programmes and its impact.
4. Students will be able to acquire knowledge about rural entrepreneurship.
5. Students will be able to understand about the using of different methods for human resource planning

Unit	Topics	Lectures
I	**Rural Planning & Development:** Concepts of Rural Development, Basic elements of rural Development, and Importance of Rural Development for creation of Sustainable Livelihoods, An overview of Policies and Programmes for Rural Development- Programmes in the agricultural sector, Programmes in the Social Security, Programmes in area of Social Sector.	8
II	**Rural Development Programmes:** Sriniketan experiment, Gurgaon experiment, marthandam experiment, Baroda experiment, Firkha development scheme, Etawa pilot project, Nilokheri experiment,approaches to rural community development: Tagore, Gandhi etc	8
III	**Panchayati Raj & Rural Administration:** Administrative Structure: bureaucracy, structure of administration; Panchayati Raj Institutions Emergence and Growth of Panchayati Raj Institutions in India; People and Panchayati Raj; Financial Organizations in Panchayati Raj Institutions, Structure of rural finance, Government & Non-Government Organizations / Community Based Organizations, Concept of Self help group.	8
IV	**Human Resource Development in Rural Sector:** Need for Human Resource Development, Elements of Human Resource Development in Rural Sector Dimensions of HRD for rural development-Health, Education, Energy, Skill Development, Training, Nutritional Status access to basic amenities - Population composition.	8
V	**Rural Industrialization and Entrepreneurship:** Concept of Rural Industrialization, Gandhian approach to Rural Industrialization, Appropriate Technology for Rural Industries, Entrepreneurship and Rural Industrialization-Problems and diagnosis of Rural Entrepreneurship in India, with special reference to Women Entrepreneurship; Development of Small Entrepreneurs in India, need for and scope of entrepreneurship in Rural area.	8

Text Book:

1. Corporate Social Responsibility: An Ethical Approach - Mark S. Schwartz
2. Katar Singh: Rural Development in India – Theory History and Policy
3. TodaroM.P. Economic Development in III World war
4. Arora R.C – Integrated Rural Development in India
5. Dhandekar V.M and Rath N poverty in India
6. A.N.Agarwal and KundanaLal: Rural Economy of India
7. B.K.Prasad: Rural Development-Sarup& Son's Publications.

Director
R.D. Engineering College
Duhai, Ghaziabad

KHU702/ KHU802	**PROJECT MANAGEMENT & ENTREPRENEURSHIP**	**3L:0T:0P**	**3 Credits**

Unit	Topics	Lectures
I	**Entrepreneurship:** Entrepreneurship: need, scope , Entrepreneurial competencies & traits, Factors affecting entrepreneurial development, Entrepreneurial motivation (Mc Clellend's Achievement motivation theory), conceptual model of entrepreneurship , entrepreneur vs. intrapreneur; Classification of entrepreneurs; Entrepreneurial Development Programmes	8
II	**Entrepreneurial Idea and Innovation:** Introduction to Innovation, Entrepreneurial Idea Generation and Identifying Business Opportunities, Management skills for Entrepreneurs and managing for Value Creation, Creating and Sustaining Enterprising Model & Organizational Effectiveness	8
III	**Project Management:** Project management: meaning, scope & importance, role of project manager; project life-cycle Project appraisal: Preparation of a real time project feasibility report containing Technical appraisal,; Environmental appraisal, Market appraisal (including market survey for forecasting future demand and sales) and Managerial appraisal.	8
IV	**Project Financing:** Project cost estimation & working capital requirements, sources of funds, capital budgeting, Risk & uncertainty in project evaluation , preparation of projected financial statements viz. Projected balance sheet, projected income statement, projected funds & cash flow statements, Preparation of detailed project report, Project finance.	8
V	**Social Entrepreneurship:** Social Sector Perspectives and Social Entrepreneurship, Social Entrepreneurship Opportunities and Successful Models, Social Innovations and Sustainability, Marketing Management for Social Ventures, Risk Management in Social Enterprises, Legal Framework for Social Ventures.	8

Text Book:

1. Innovation and Entrepreneurship by Drucker, P.F.; Harper and Row
2. Business, Entrepreneurship and Management: Rao, V.S.P. ;Vikas
3. Entrepreneurship: Roy Rajeev; OUP.
4. Text Book of Project Management: Gopalkrishnan, P. and Ramamoorthy, V.E.; McMillan
5. Project Management for Engineering, Business and Technology: Nicholas, J.M., and Steyn, H.; PHI
6. Project Management: The Managerial Process: Gray, C.F., Larson, E.W. and Desai, G.V.; MGH

Director
R.D. Engineering College
Duhai, Ghaziabad

DR. A.P.J. ABDUL KALAM TECHNICAL UNIVERSITY
UTTAR PRADESH, LUCKNOW

EVALUATION SCHEME & SYLLABUS

FOR

HUMANITIES, SCOCIAL SCIENCE AND MANAGEMENT COURSE (HSMC COURSE)
&
OPEN ELECTIVES II LIST

AS PER

AICTE MODEL CURRICULUM

[Effective from the Session:2021-22]

Note:

1. The Student shall choose an open Elective from the list in such a manner that he/she has not studied the same course in any form during the degree programme.
2. * It is mandatory that for these subjects (KOE069, KOE076, KOE087,KOE097 & KOE098) only Trained Faculty (who had done the FDP for these courses) will teach the courses.

Director
R.D. Engineering College
Duhai, Ghaziabad

HSMC & OPEN ELECTIVES II LIST 2021-22

B.Tech. VII Semester (2021-22)

HUMANITIES, SCOCIAL SCIENCE AND MANAGEMENT COURSE (HSMC COURSE) HSMC1/HSMC2

KHU701/ KHU801	RURAL DEVELOPMENT: ADMINISTRATION AND PLANNING
KHU702/ KHU802	PROJECT MANAGEMENT & ENTREPRENEURSHIP

OPEN ELECTIVE-II

KOE071	FILTER DESIGN
KOE072	BIOECONOMICS
KOE073	MACHINE LEARNING
KOE074	RENEWABLE ENERGY RESOURCES
KOE075	OPERATIONS RESEARCH
KOE076	VISION FOR HUMANE SOCIETY
KOE077	DESIGN THINKING
KOE078	SOIL AND WATER CONSERVATION ENGINEERING
KOE079	INTRODUCTION TO WOMEN'S AND GENDER STUDIES

Director
R.D. Engineering College
Duhai, Ghaziabad

KHU701/ KHU801	**RURAL DEVELOPMENT: ADMINISTRATION AND PLANNING**	**3L:0T:0P**	**3 Credits**

COURSE OUTCOME: After completion of the course student will be able to:

1. Students can understand the definitions, concepts and components of Rural Development
2. Students will know the importance, structure, significance, resources of Indian rural economy.
3. Students will have a clear idea about the area development programmes and its impact.
4. Students will be able to acquire knowledge about rural entrepreneurship.
5. Students will be able to understand about the using of different methods for human resource planning

Unit	Topics	Lectures
I	**Rural Planning & Development:** Concepts of Rural Development, Basic elements of rural Development, and Importance of Rural Development for creation of Sustainable Livelihoods, An overview of Policies and Programmes for Rural Development- Programmes in the agricultural sector, Programmes in the Social Security, Programmes in area of Social Sector.	8
II	**Rural Development Programmes:** Sriniketan experiment, Gurgaon experiment, marthandam experiment, Baroda experiment, Firkha development scheme, Etawa pilot project, Nilokheri experiment,approaches to rural community development: Tagore, Gandhi etc	8
III	**Panchayati Raj & Rural Administration:** Administrative Structure: bureaucracy, structure of administration; Panchayati Raj Institutions Emergence and Growth of Panchayati Raj Institutions in India; People and Panchayati Raj; Financial Organizations in Panchayati Raj Institutions, Structure of rural finance, Government & Non-Government Organizations / Community Based Organizations, Concept of Self help group.	8
IV	**Human Resource Development in Rural Sector:** Need for Human Resource Development, Elements of Human Resource Development in Rural Sector Dimensions of HRD for rural development-Health, Education, Energy, Skill Development, Training, Nutritional Status access to basic amenities - Population composition.	8
V	**Rural Industrialization and Entrepreneurship:** Concept of Rural Industrialization, Gandhian approach to Rural Industrialization, Appropriate Technology for Rural Industries, Entrepreneurship and Rural Industrialization-Problems and diagnosis of Rural Entrepreneurship in India, with special reference to Women Entrepreneurship; Development of Small Entrepreneurs in India, need for and scope of entrepreneurship in Rural area.	8

Text Book:

1. Corporate Social Responsibility: An Ethical Approach - Mark S. Schwartz
2. Katar Singh: Rural Development in India – Theory History and Policy
3. TodaroM.P. Economic Development in III World war
4. Arora R.C – Integrated Rural Development in India
5. Dhandekar V.M and Rath N poverty in India
6. A.N.Agarwal and KundanaLal: Rural Economy of India
7. B.K.Prasad: Rural Development-Sarup& Son's Publications.

Director
R.D. Engineering College
Duhai, Ghaziabad

KHU702/ KHU802	**PROJECT MANAGEMENT & ENTREPRENEURSHIP**	**3L:0T:0P**	**3 Credits**

Unit	Topics	Lectures
I	**Entrepreneurship:** Entrepreneurship: need, scope , Entrepreneurial competencies & traits, Factors affecting entrepreneurial development, Entrepreneurial motivation (Mc Clellend's Achievement motivation theory), conceptual model of entrepreneurship , entrepreneur vs. intrapreneur; Classification of entrepreneurs; Entrepreneurial Development Programmes	8
II	**Entrepreneurial Idea and Innovation:** Introduction to Innovation, Entrepreneurial Idea Generation and Identifying Business Opportunities, Management skills for Entrepreneurs and managing for Value Creation, Creating and Sustaining Enterprising Model & Organizational Effectiveness	8
III	**Project Management:** Project management: meaning, scope & importance, role of project manager; project life-cycle Project appraisal: Preparation of a real time project feasibility report containing Technical appraisal,; Environmental appraisal, Market appraisal (including market survey for forecasting future demand and sales) and Managerial appraisal.	8
IV	**Project Financing:** Project cost estimation & working capital requirements, sources of funds, capital budgeting, Risk & uncertainty in project evaluation , preparation of projected financial statements viz. Projected balance sheet, projected income statement, projected funds & cash flow statements, Preparation of detailed project report, Project finance.	8
V	**Social Entrepreneurship:** Social Sector Perspectives and Social Entrepreneurship, Social Entrepreneurship Opportunities and Successful Models, Social Innovations and Sustainability, Marketing Management for Social Ventures, Risk Management in Social Enterprises, Legal Framework for Social Ventures.	8

Text Book:

1. Innovation and Entrepreneurship by Drucker, P.F.; Harper and Row
2. Business, Entrepreneurship and Management: Rao, V.S.P. ;Vikas
3. Entrepreneurship: Roy Rajeev; OUP.
4. Text Book of Project Management: Gopalkrishnan, P. and Ramamoorthy, V.E.; McMillan
5. Project Management for Engineering, Business and Technology: Nicholas, J.M., and Steyn, H.; PHI
6. Project Management: The Managerial Process: Gray, C.F., Larson, E.W. and Desai, G.V.; MGH

Director
R.D. Engineering College
Duhai, Ghaziabad

SYLLABUS

2	KNC502/ KNC602	INDIAN TRADITION, CULTURE AND SOCIETY

Director
R.D. Engineering College
Duhai, Ghaziabad

INDIAN TRADITIONS, CULTURAL AND SOCIETY

L: T:P: 2: 0:0

Module 1- Society State and Polity in India

State in Ancient India: Evolutionary Theory, Force Theory, Mystical Theory Contract Theory, Stages of State Formation in Ancient India, Kingship , Council of Ministers Administration Political Ideals in Ancient India Conditions' of the Welfare of Societies, The Seven Limbs of the State, Society in Ancient India, Purusārtha, Varnāshrama System, Āshrama or the Stages of Life, Marriage, Understanding Gender as a social category, The representation of Women in Historical traditions, Challenges faced by Women. Four-class Classification, Slavery.

Module 2- Indian Literature, Culture, Tradition, and Practices

Evolution of script and languages in India: Harappan Script and Brahmi Script. The Vedas, the Upanishads, the Ramayana and the Mahabharata, Puranas, Buddhist And Jain Literature in Pali,Prakrit And Sanskrit, Kautilya's Arthashastra, Famous Sanskrit Authors, Telugu Literature, Kannada Literature,Malayalam Literature ,Sangama Literature Northern Indian Languages & Literature, Persian And Urdu ,Hindi Literature

Module 3- Indian Religion, Philosophy, and Practices

Pre-Vedic and Vedic Religion, Buddhism, Jainism, Six System Indian Philosophy, Shankaracharya, Various Philosophical Doctrines , Other Heterodox Sects, Bhakti Movement, Sufi movement, Socio religious reform movement of 19th century, Modern religious practices.

Module 4-Science, Management and Indian Knowledge System

Astronomy in India, Chemistry in India, Mathematics in India, Physics in India, Agriculture in India, Medicine in India ,Metallurgy in India, Geography, Biology, Harappan Technologies, Water Management in India, Textile Technology in India ,Writing Technology in India Pyrotechnics in India Trade in Ancient India/,India's Dominance up to Pre-colonial Times

Module 5- Cultural Heritage and Performing Arts

Indian Architect, Engineering and Architecture in Ancient India, Sculptures, Seals, coins, Pottery, Puppetry, Dance, Music, Theatre, drama, Painting, Martial Arts Traditions, Fairs and Festivals, Current developments in Arts and Cultural, Indian's Cultural Contribution to the World. Indian Cinema

COURSE OBJECTIVES:

- The course aims at imparting basic principles of thought process, reasoning and inference to identify the roots and details of some of the contemporary issues faced by our nation and try to locate possible solutions to these challenges by digging deep into our past.
- To enable the students to understand the importance of our surroundings and encourage the students to contribute towards sustainable development.
- To sensitize students towards issues related to 'Indian' culture, tradition and its composite character.

Director
R.D. Engineering College
Duhai, Ghaziabad

- To make students aware of holistic life styles of Yogic-science and wisdom capsules in Sanskrit literature that are important in modern society with rapid technological advancements and societal disruptions.
- To acquaint students with Indian Knowledge System, Indian perspective of modern scientific world-view and basic principles of Yoga and holistic health care system.

COURSE OUTCOMES: Ability to understand, connect up and explain basics of Indian Traditional knowledge modern scientific perspective.

Suggested Pedagogy for Teachers

- Project based learning
- Case studies
- Group discussion
- Presentations

Suggested Text & Reference Books

1. V. Sivaramakrishna (Ed.), *Cultural Heritage of India-Course Material*, Bharatiya Vidya Bhavan, Mumbai, 5th Edition, 2014
2. S. Baliyan, *Indian Art and Culture*, Oxford University Press, India
3. Swami Jitatmanand, *Modern Physics and Vedant*, Bharatiya Vidya Bhavan
4. Romila Thapar, *Readings In Early Indian History* Oxford University Press , India
5. Fritz of Capra, Tao of Physics
6. Fritz of Capra, The wave of Life
7. V N Jha (English Translation), *Tarkasangraha of Annam Bhatta,* Inernational Chinmay Foundation,Velliarnad,Amaku,am
8. Yoga Sutra of Patanjali, Ramakrishna Mission, Kolkatta
9. GN Jha (Eng. Trans.) Ed. R N Jha, *Yoga-darshanam with Vyasa Bhashya*, Vidyanidhi Prakasham, Delhi,2016
10. RN Jha, Science of Consciousness Psychotherapy and Yoga Practices, Vidyanidhi Prakasham, Delhi, 2016
11. P R Sharma (English translation), Shodashang Hridayam
12. Basham, A.L., *The Wonder that was India* (34th impression), New Delhi, Rupa & co
13. Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*(fourth edition), Delhi, Motilal Banarsidass,

Director
R.D. Engineering College
Duhai, Ghaziabad

CIVIL ENGINEERING

SEVENTH SEMESTER **CIVIL ENGINEERING** **SESSION 2021-22**

S.No	Subject Code	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KHU701/ KHU702	HSMC-1*/HSMC-2*	3	0	0	30	20	50		100		150	3
2		Departmental Elective -IV	3	0	0	30	20	50		100		150	3
	KCE 070	Railway, Waterway and Airway Engineering											
	KCE 071	Sustainable Construction Methods											
	KCE 072	Probability Methods in Civil Engineering											
	KCE 073	Advance Concrete Design											
	KCE 074	Solid Waste Management											
3		Departmental Elective -V	3	0	0	30	20	50		100		150	3
	KCE 075	Design of Steel Structures											
	KCE 076	Urban Transportation Planning											
	KCE 077	Geosynthetics and Reinforced Soil Structures											
	KCE 078	Irrigation and Water Resource Engineering											
	KCE 079	Disaster Preparedness and Management											
4		Open Elective-II	3	0	0	30	20	50		100		150	3
5	KCE751	Concrete Lab	0	0	2				25		25	50	1
6	KCE752	Mini Project or Internship Assessment*	0	0	2				50			50	1
7	KCE753	Project	0	0	8				150			150	4
8		MOOCs (Essential for Hons. Degree)											
		Total	12	0	12							850	18

NOTE:

1. **Regular classroom interaction with industry experts is to be ensured in all theory courses (minimum two expert talks from relevant Industry).**
2. **Working on experiments using virtual labs is to be ensured in lab courses.**
3. **Student's visit to Industry/Industry Expert's project site must be arranged as & when possible.**
4. **The Mini Project or Internship (4 - 6 weeks) conducted during semester break after VI semester will be assessed during VII semester.**
5. **Project work is to be identified during VI semester, Initiated in VII semester (KCE 753) and completed in VIII semester (KCE 851).**

EIGHTH SEMESTER **CIVIL ENGINEERING** **SESSION 2021-22**

Director
R.D. Engineering College
Duhai, Ghaziabad

KHU701/ KHU801	**RURAL DEVELOPMENT: ADMINISTRATION AND PLANNING**	**3L:0T:0P**	**3 Credits**

COURSE OUTCOME: After completion of the course student will be able to:

1. Students can understand the definitions, concepts and components of Rural Development
2. Students will know the importance, structure, significance, resources of Indian rural economy.
3. Students will have a clear idea about the area development programmes and its impact.
4. Students will be able to acquire knowledge about rural entrepreneurship.
5. Students will be able to understand about the using of different methods for human resource planning

Unit	Topics	Lectures
I	**Rural Planning & Development:** Concepts of Rural Development, Basic elements of rural Development, and Importance of Rural Development for creation of Sustainable Livelihoods, An overview of Policies and Programmes for Rural Development- Programmes in the agricultural sector, Programmes in the Social Security, Programmes in area of Social Sector.	8
II	**Rural Development Programmes:** Sriniketan experiment, Gurgaon experiment, marthandam experiment, Baroda experiment, Firkha development scheme, Etawa pilot project, Nilokheri experiment,approaches to rural community development: Tagore, Gandhi etc	8
III	**Panchayati Raj & Rural Administration:** Administrative Structure: bureaucracy, structure of administration; Panchayati Raj Institutions Emergence and Growth of Panchayati Raj Institutions in India; People and Panchayati Raj; Financial Organizations in Panchayati Raj Institutions, Structure of rural finance, Government & Non-Government Organizations / Community Based Organizations, Concept of Self help group.	8
IV	**Human Resource Development in Rural Sector:** Need for Human Resource Development, Elements of Human Resource Development in Rural Sector Dimensions of HRD for rural development-Health, Education, Energy, Skill Development, Training, Nutritional Status access to basic amenities - Population composition.	8
V	**Rural Industrialization and Entrepreneurship:** Concept of Rural Industrialization, Gandhian approach to Rural Industrialization, Appropriate Technology for Rural Industries, Entrepreneurship and Rural Industrialization-Problems and diagnosis of Rural Entrepreneurship in India, with special reference to Women Entrepreneurship; Development of Small Entrepreneurs in India, need for and scope of entrepreneurship in Rural area.	8

Text Book:

1. Corporate Social Responsibility: An Ethical Approach - Mark S. Schwartz
2. Katar Singh: Rural Development in India – Theory History and Policy
3. TodaroM.P. Economic Development in III World war
4. Arora R.C – Integrated Rural Development in India
5. Dhandekar V.M and Rath N poverty in India
6. A.N.Agarwal and KundanaLal: Rural Economy of India
7. B.K.Prasad: Rural Development-Sarup& Son's Publications.

Director
R.D. Engineering College
Duhai, Ghaziabad

CIVIL ENGINEERING

S.No	Subject Code	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KHU801/ KHU802	HSMC-1* / HSMC-2*	3	0	0	30	20	50		100		150	3
2		Open Elective-III	3	0	0	30	20	50		100		150	3
3		Open Elective -IV	3	0	0	30	20	50		100		150	3
4	KCE851	Project	0	0	18				100		300	400	9
5		MOOCs (Essential for Hons. Degree)											
		Total	9	0	18							850	18

Director
R.D. Engineering College
Duhai, Ghaziabad

KHU702/ KHU802	**PROJECT MANAGEMENT & ENTREPRENEURSHIP**	**3L:0T:0P**	**3 Credits**

Unit	Topics	Lectures
I	**Entrepreneurship:** Entrepreneurship: need, scope , Entrepreneurial competencies & traits, Factors affecting entrepreneurial development, Entrepreneurial motivation (Mc Clellend's Achievement motivation theory), conceptual model of entrepreneurship , entrepreneur vs. intrapreneur; Classification of entrepreneurs; Entrepreneurial Development Programmes	8
II	**Entrepreneurial Idea and Innovation:** Introduction to Innovation, Entrepreneurial Idea Generation and Identifying Business Opportunities, Management skills for Entrepreneurs and managing for Value Creation, Creating and Sustaining Enterprising Model & Organizational Effectiveness	8
III	**Project Management:** Project management: meaning, scope & importance, role of project manager; project life-cycle Project appraisal: Preparation of a real time project feasibility report containing Technical appraisal,; Environmental appraisal, Market appraisal (including market survey for forecasting future demand and sales) and Managerial appraisal.	8
IV	**Project Financing:** Project cost estimation & working capital requirements, sources of funds, capital budgeting, Risk & uncertainty in project evaluation , preparation of projected financial statements viz. Projected balance sheet, projected income statement, projected funds & cash flow statements, Preparation of detailed project report, Project finance.	8
V	**Social Entrepreneurship:** Social Sector Perspectives and Social Entrepreneurship, Social Entrepreneurship Opportunities and Successful Models, Social Innovations and Sustainability, Marketing Management for Social Ventures, Risk Management in Social Enterprises, Legal Framework for Social Ventures.	8

Text Book:

1. Innovation and Entrepreneurship by Drucker, P.F.; Harper and Row
2. Business, Entrepreneurship and Management: Rao, V.S.P. ;Vikas
3. Entrepreneurship: Roy Rajeev; OUP.
4. Text Book of Project Management: Gopalkrishnan, P. and Ramamoorthy, V.E.; McMillan
5. Project Management for Engineering, Business and Technology: Nicholas, J.M., and Steyn, H.; PHI
6. Project Management: The Managerial Process: Gray, C.F., Larson, E.W. and Desai, G.V.; MGH

Director
R.D. Engineering College
Duhai, Ghaziabad

2021-22

MBA 1st Year Course Structure in accordance with AICTE Model Curriculum Effective w.e.f. Academic Session 2020-21

Semester I

SN	Codes	SUBJECT	PERIODS			INTERNAL EVALUATION SCHEME				END SEMESTER EVALUATION		TOTAL	CREDIT
			L	T	P	CT	TA	PS	TOTAL	TE	PE		
1	KMBN101	MANAGEMENT CONCEPTS & ORGANISATIONAL BEHAVIOUR	4	0	0	30	20	0	50	100	0	150	3
2	KMBN102	MANAGERIAL ECONOMICS	4	0	0	30	20	0	50	100	0	150	3
3	KMBN103	FINANCIAL ACCOUNTING & ANALYSIS	3	1	0	30	20	0	50	100	0	150	3
4	KMBN104	BUSINESS STATISTICS & ANALYTICS	3	1	0	30	20	0	50	100	0	150	3
5	KMBN105	MARKETING MANAGEMENT	4	0	0	30	20	0	50	100	0	150	3
6	KMBN106	DESIGN THINKING	2	0	0	15	10	0	25	50		75	2
7	KMBN107	BUSINESS COMMUNICATION	3	1	0	30	20	0	50	100	0	150	3
		LAB / PRACTICALS											
8	KMBN151	IT SKILLS LAB -1	0	0	3	0		50	50	-	100	150	3
9	KMBN152	MINI PROJECT -1	0	0	3	0	0	25	25	0	50	75	3
												1200	26

Director
R.D. Engineering College
Duhai, Ghaziabad

Evaluation Criteria and Marks	Understanding of Objectives with topic (20)	Understanding of the relevance of Research (20)	Interpretation & Analysis (20)	Presentation & Communication skills (20)	Query Handling (20)	Total (100)

2021-22

MBA II Year Teaching and Evaluation Scheme

W.E.F. Academic Session 2021-22

(In Accordance with AICTE Model Curriculum & New Education Policy)

SEMESTER III

SNo	Codes	SUBJECT	PERIODS			INTERNAL EVALUATION SCHEME				END SEMESTER EVALUATION		TOTAL	CREDIT
			L	T	P	CT	TA	PS	TOTAL	TE	PE		
1	KMBN301	STRATEGIC MANAGEMENT	4	0	0	30	20	0	50	100	0	150	3
2	KMBN302	INNOVATION AND ENTREPRENEURSHIP	4	0	0	30	20	0	50	100	0	150	3
3	KVE 301	HUMAN VALUES AND ETHICS	3	1	0	30	20	0	50	100	0	150	3
4		Elective- 1 Specialization Group-1	4	0	0	30	20	0	50	100	0	150	3
5		Elective -2 Specialization Group-1	4	0	0	30	20	0	50	100	0	150	3
6		Elective -1 Specialization Group-2	4	0	0	30	20	0	50	100	0	150	3
7		Elective -2 Specialization Group-2	4	0	0	30	20	0	50	100	0	150	3
8	KMBN308	Summer Training Project Report & Viva Voce	0	2	0	0	50	0	50	0	100	150	4
		TOTAL										1200	25

SEMESTER IV

SNo	Codes	SUBJECT	PERIODS			INTERNAL EVALUATION SCHEME				END SEMESTER EVALUATION		TOTAL	CREDIT
			L	T	P	CT	TA	PS	TOTAL	TE	PE		
1	KMBN401	Emerging Technologies in Global Business Environment	4	0	0	30	20	0	50	100	0	150	3
2		Elective- 3 Specialization Group-1	4	0	0	30	20	0	50	100	0	150	3
3		Elective -4 Specialization Group-1	4	0	0	30	20	0	50	100	0	150	3
4		Elective- 5 Specialization Group-1	4	0	0	30	20	0	50	100	0	150	3
5		Elective -3 Specialization Group-2	4	0	0	30	20	0	50	100	0	150	3
6		Elective -4 Specialization Group-2	4	0	0	30	20	0	50	100	0	150	3
7		Elective -5 Specialization Group-2	4	0	0	30	20	0	50	100	0	150	3

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIVERSAL HUMAN VALUES AND PROFESSIONAL ETHICS

Code: KVE 303

Credit: 3 Teaching Hours: 36

Course Objectives

1. To help students distinguish between values and skills, and understand theneed, basic guidelines, content and process of value education.
2. To help students initiate a process of dialog within themselves to know whatthey 'really want to be' in their life and profession
3. To help students understand the meaning of happiness and prosperity for ahuman being.
4. To facilitate the students to understand harmony at all the levels of humanliving, and live accordingly.
5. To facilitate the students in applying the understanding of harmony inexistence in their profession and lead an ethical life

Course Outcomes

1. Understand the significance of value inputs in a classroom, distinguishbetween values and skills, understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperityand do a correct appraisal of the current scenario in the society
2. Distinguish between the Self and the Body, understand the meaning ofHarmony in the Self the Co-existence of Self and Body.
3. Understand the value of harmonious relationship based on trust, respect and other naturally acceptable feelings in human-human relationships and explore their role in ensuring a harmonious society
4. Understand the harmony in nature and existence, and work out their mutually fulfilling participation in the nature.
5. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

Course Description

Every human being has two sets of questions to answer for his life: a) what to do? and, b) how to do?. The first set pertains to the value domain, and the other to the skill domain. Both are complimentary, but value domain has a higher priority. Today, education has become more and more skill biased, and hence, the basic aspiration of a human being, that is to live with happiness and prosperity, gets defeated, in spite of abundant technological progress. This course is aimed at giving inputs that will help to ensure the right understanding and right feelings in the students in their life and profession, enabling them to lead an ethical life. In this course, the students learn the process of self- exploration, the difference between the Self and the Body, the naturally acceptable feelings in relationships in a family, the comprehensive human goal in the society, the mutual fulfillment in the nature and the co-existence in existence. As a natural outcome of such inputs, they are able to evaluate an ethical life and profession ahead.

UNIT-1: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education **(6 Hours)**

Understanding the need, basic guidelines, content and process for Value Education, Self-Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self-exploration, Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority,

Director
R.D. Engineering College
Duhai, Ghaziabad

Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario. Method to fulfill the above human aspirations: understanding and living in harmony at various levels.

UNIT-2: Understanding Harmony in the Human Being - Harmony in Myself (7 Hours)

Understanding human being as a co-existence of the sentient 'I' and the material 'Body', Understanding the needs of Self ('I') and 'Body' - Sukh and Suvidha, Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer), Understanding the characteristics and activities of 'I' and harmony in 'I', Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail, Programs to ensure Sanyam and Swasthya.

UNIT-3: Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship (8 Hours)

Understanding harmony in the Family- the basic unit of human interaction , Understanding values in human-human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay-tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship, Understanding the meaning of Vishwas; Difference between intention and competence, Understanding the meaning of Samman, Difference between respect and differentiation; the other salient values in relationship, Understanding the harmony in the society (society being an extension of family): Samadhan, Samridhi, Abhay, Sah-astitva as comprehensive Human Goals, Visualizing a universal harmonious order in society- Undivided Society (AkhandSamaj), Universal Order (Sarvabhaum Vyawastha)- from family to world family!.

UNIT-4: Understanding Harmony in the Nature and Existence - Whole existence as Co-existence (8 Hours)

Understanding the harmony in the Nature, Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self-regulation in nature, Understanding Existence as Co-existence (Sah-astitva) of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.

UNIT-5: Implications of the above Holistic Understanding of Harmony on Professional Ethics (7 Hours)

Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Competence in Professional Ethics: a) Ability to utilize the professional competence for augmenting universal human order, b) Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems, technologies and management models, Case studies of typical holistic technologies, management models and production systems, Strategy for transition from the present state to Universal Human Order: a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers, b) At the level of society: as mutually enriching institutions and organizations

Suggested Readings

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in HumanValues and Professional Ethics.
2. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA

Director
R.D. Engineering College
Duhai, Ghaziabad

3. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
4. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
5. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
6. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
7. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
8. A N Tripathy, 2003, Human Values, New Age International Publishers.
9. Subhas Palekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
10. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers, Oxford University Press
11. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
12. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books
13. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008

Director
R.D. Engineering College
Duhai, Ghaziabad

21-22

MCA (MASTER OF COMPUTER APPLICATION)
MCA FIRST YEAR, 2020-21

SEMESTER-I

S.No.	Subject Code	Subject Name	Periods			Sessional			ESE	Total	Credit
			L	T	P	CT	TA	Total			
1.	KCA101	Fundamental of Computers & Emerging Technologies	3	0	0	30	20	50	100	150	3
2.	KCA102	Problem Solving using C	3	1	0	30	20	50	100	150	4
3.	KCA103	Principles of Management & Communication	3	0	0	30	20	50	100	150	3
4.	KCA104	Discrete Mathematics	3	0	0	30	20	50	100	150	3
5.	KCA105	Computer Organization & Architecture	3	1	0	30	20	50	100	150	4
6.	KCA151	Problem Solving using C **Lab**	0	0	4	30	20	50	50	100	2
7.	KCA152	Computer Organization & Architecture **Lab**	0	0	3	30	20	50	50	100	2
8.	KCA153	Professional Communication **Lab**	0	0	2	30	20	50	50	100	2
		Total								**1050**	**23**

CT: Class Test **TA**: Teacher Assessment **L/T/P**: Lecture/ Tutorial/ Practical

SEMESTER-II

S.No.	Subject Code	Subject Name	Periods			Sessional			ESE	Total	Credit
			L	T	P	CT	TA	Total			
1.	KCA201	Theory of Automata & Formal Languages	3	0	0	30	20	50	100	150	3
2.	KCA202	Object Oriented Programming	3	1	0	30	20	50	100	150	4
3.	KCA203	Operating Systems	3	0	0	30	20	50	100	150	3
4.	KCA204	Database Management Systems	3	0	0	30	20	50	100	150	3
5.	KCA205	Data Structures & Analysis of Algorithms	3	1	0	30	20	50	100	150	4
6.	KCAA01	Cyber Security*	2	0	0	30	20	50	100	150	0
7.	KCA251	Object Oriented Programming **Lab**	0	0	3	30	20	50	50	100	2
8.	KCA252	DBMS **Lab**	0	0	3	30	20	50	50	100	2
9.	KCA253	Data Structures & Analysis of Algorithms **Lab**	0	0	4	30	20	50	50	100	2
		Total								**1200**	**23**

CT: Class Test **TA**: Teacher Assessment **L/T/P**: Lecture/ Tutorial/ Practical

*** Qualifying Non-credit Course**

Director
R.D. Engineering College
Duhai, Ghaziabad

KCA103 : Principles of Management & Communication		
Course Outcome (CO)	Bloom's Knowledge Level (KL)	
At the end of course , the student will be able to		
CO 1	Describe primary features, processes and principles of management.	K_1, K_2
CO 2	Explain functions of management in terms of planning, decision making and organizing.	K_3, K_4
CO 3	Illustrate key factors of leadership skill in directing and controlling business resources and processes.	K_5, K_6
CO 4	Exhibit adequate verbal and non-verbal communication skills	K_1, K_3
CO 5	Demonstrate effective discussion, presentation and writing skills.	K_3, K_5
DETAILED SYLLABUS		3-0-0
Unit	**Topic**	**Proposed Lecture**
I	**Management**: Need, Scope, Meaning and Definition. The process of Management, Development of Management thought F.W. Taylor and Henry Fayol, Horothorne Studies, Qualities of an Efficient Management.	08
II	**Planning & Organising:** Need, Scope and Importance of Planning, Steps in planning, Decision making model. Organising need and Importance, Organisational Design, Organisational structure, centralisation and Decentralisation, Deligation.	08
III	**Directing & Controlling:** Motivation—Meaning, Importance, need.Theories of Motivation, Leadership—meaning, need and importance, leadership style, Qualities of effective leader, principles of directing, Basic control process, Different control Techniques.	08
IV	**Introduction to Communication:** What is Communication, Levels of communication, Barriers to communication, Process of Communication, Non-verbal Communication, The flow of Communication: Downward, Upward, Lateral or Horizontal (Peer group) Communication, Technology Enabled communication, Impact of Technology, Selection of appropriate communication Technology, Importance of Technical communication.	08
V	**Business letters :** Sales & Credit letters; Claim and Adjustment Letters; Job application and Resumes. **Reports:** Types; Structure, Style & Writing of Reports. **Technical Proposal:** Parts; Types; Writing of Proposal; Significance. Nuances of Delivery; Body Language; Dimensions of Speech: Syllable; Accent; Pitch; Rhythm; Intonation; Paralinguistic features of voice; Communication skills, Presentation strategies, Group Discussion; Interview skills; Workshop; Conference; Seminars.	08

Suggested Readings:

1. P.C. Tripathi, P.N. Reddy, "Principles of Management", McGraw Hill Education 6th Edition.
2. C. B. Gupta, "Management Principles and Practice", Sultan Chand & Sons 3rd edition.
3. T.N.Chhabra, "Business Communication", Sun India Publication.
4. V.N.Arora and Laxmi Chandra, "Improve Your Writing", Oxford Univ. Press, 2001, New Delhi.
5. Madhu Rani and SeemaVerma, "Technical Communication: A Practical Approach", Acme Learning, New Delhi-2011..
6. Meenakshi Raman &Sangeeta Sharma, "Technical Communication- Principles and Practices", Oxford Univ. Press, 2007, New Delhi.
7. Koontz Harold &Weihrich Heinz, "Essentials of Management", McGraw Hill 5thEdition 2008.
8. Robbins and Coulter, "Management", Prentice Hall of India, 9th edition.
9. James A. F., Stoner, "Management", Pearson Education Delhi.
10. P.D.Chaturvedi, "Business Communication", Pearson Education.

Director
R.D. Engineering College
Duhai, Ghaziabad

KCA153 : PROFESSIONAL COMMUNICATION LAB		
Course Outcome (CO)		**Bloom's Knowledge Level (KL)**
At the end of course , the student will be able to		
CO1	Develop the ability to work as a team member as an integral activity in the workplace.	K_3
CO2	Increase confidence in their ability to read, comprehend, organize, and retain written information. Improve reading fluency.	K_4
CO3	Write coherent speech outlines that demonstrate their ability to use organizational formats with a specific purpose; Deliver effective speeches that are consistent with and appropriate for the audience and purpose.	K_5,K_6
CO4	Develop proper listening skills; articulate and enunciate words and sentences clearly and efficiently.	K_3
CO5	Show confidence and clarity in public speaking projects; be schooledin preparation and research skills for oral presentations.	K_5

1. Group Discussion: participating in group discussions- understanding group dynamics.
2. GD strategies-activities to improve GD skills. Practical based on Accurate and Current Grammatical Patterns.
3. Interview Etiquette-dress code, body language attending job interview – Telephone/Skype interview one to one interview &Panel interview.
4. Communication Skills for Seminars/Conferences/Workshops with emphasis on Paralinguistic/ Kinesics, practicing word stress, rhythm in sentences, weak forms, intonation.
5. Oral Presentation Skills for Technical Paper/Project Reports/ Professional Reports based on proper Stress and Intonation Mechanics voice modulation ,Audience Awareness, Presentation plan visual aids.
6. Speaking:-Fluency & Accuracy in speech- positive thinking, Improving Self expression Developing persuasive speaking skills, pronunciation practice (for accept neutralization) particularly of problem sounds, in isolated words as well as sentences.
7. Individual Speech Delivery/Conferences with skills to defend Interjections/Quizzes.
8. Argumentative Skills/Role Play Presentation with Stress and Intonation.
9. Comprehension Skills based on Reading and Listening Practical's on a model Audio-Visual Usage.

Director
R.D. Engineering College
Duhai, Ghaziabad

2020-21					
B.TECH I YEAR	B.Tech (All Branches)	SOFT SKILLS-I	KNC-101	1	2020-21
B.TECH I YEAR			KNC-201	2	2020-21
10	B.Tech(CS)	Technical Communication	KAS301	3	2020-21
10	B.Tech(CS)	Universal Human Values	KVE401	4	2020-21
10	B.Tech(CS)	Constitution of India, Law and Engineering	KNC501	5	2020-21
10	B.Tech(CS)	Indian Tradition, Culture and Society	KNC602	6	2020-21
13	B.TECH(IT)	Technical Communication	KAS301	3	2020-21
13	B.TECH(IT)	Universal Human Values	KVE401	4	2020-21
13	B.TECH(IT)	Constitution of India, Law and Engineering	KNC501	5	2020-21
13	B.TECH(IT)	Indian Tradition, Culture and Society	KNC602	6	2020-21
13	B.TECH(IT)	UNDERSTANDING THE HUMAN BEING COMPREHENSIVELY - HUMAN ASPIRATIONS	ROE074	7	2020-21
31	B.TECH(ECE)	Technical Communication	KAS401	4	2020-21
31	B.TECH(ECE)	Universal Human Values	KVE 301	3	2020-21
31	B.TECH(ECE)	Constitution of India, Law and Engineering	KNC501	5	2020-21
31	B.TECH(ECE)	Indian Tradition, Culture and Society	KNC602	6	2020-21
40	B.Tech(ME)	Technical Communication	KAS401	4	2020-21
40	B.Tech(ME)	Universal Human Values	KVE 301	3	2020-21
40	B.Tech(ME)	Constitution of India, Law and Engineering	KNC501	5	2020-21
40	B.Tech(ME)	Indian Tradition, Culture and Society	KNC602	6	2020-21
0	B.Tech(CIVIL)	Universal Human Values	KVE401	4	2020-21
0	B.Tech(CIVIL)	Constitution of India, Law and Engineering	KNC501	5	2020-21
0	B.Tech(CIVIL)	Indian Tradition, Culture and Society	KNC602	6	2020-21
70	MBA	BUSINESS COMMUNICATION	KMB107	1	2020-21
70	MBA	Universal Human Values and Professional Ethics	KVE401	4	2020-21
14	MCA	Principles of Management & Communication	KCA103	1	2020-21
14	MCA	Professional Communication Lab	KCA153	1	2020-21

Director
R.D. Engineering College
Duhai, Ghaziabad

DR. A.P.J. ABDUL KALAM TECHNICAL UNIVERSITY, LUCKNOW

EVALUATION SCHEME & SYLLABUS

FOR

NON CREDIT COURSE
(V & VI Semester)

1	KNC501/ KNC601	CONSTITUTION OF INDIA, LAW AND ENGINEERING
2	KNC502/ KNC602	INDIAN TRADITION, CULTURE AND SOCIETY

[Effective from the Session: 2020-21]

Director
R.D. Engineering College
Duhai, Ghaziabad

B.Tech.
V & VI Semester

1	KNC501/ KNC601	CONSTITUTION OF INDIA, LAW AND ENGINEERING

Director
R.D. Engineering College
Duhai, Ghaziabad

CONSTITUTION OF INDIA, LAW AND ENGINEERING

L:T: P: 2: 0:0

Module 1--Introduction and Basic Information about Indian Constitution:

Meaning of the constitution law and constitutionalism, Historical Background of the Constituent Assembly, Government of India Act of 1935 and Indian Independence Act of 1947,Enforcement of the Constitution, Indian Constitution and its Salient Features, The Preamble of the Constitution, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy, Parliamentary System, Federal System, Centre-State Relations, Amendment of the Constitutional Powers and Procedure, The historical perspectives of the constitutional amendments in India, Emergency Provisions: National Emergency, President Rule, Financial Emergency, and Local Self Government – Constitutional Scheme in India.

Module 2-Union Executive and State Executive:

Powers of Indian Parliament Functions of Rajya Sabha, Functions of Lok Sabha, Powers and Functions of the President, Comparison of powers of Indian President with the United States, Powers and Functions of the Prime Minister, Judiciary – The Independence of the Supreme Court, Appointment of Judges, Judicial Review, Public Interest Litigation, Judicial Activism, LokPal, Lok Ayukta, The Lokpal and Lok ayuktas Act 2013, State Executives – Powers and Functions of the Governor, Powers and Functions of the Chief Minister, Functions of State Cabinet, Functions of State Legislature, Functions of High Court and Subordinate Courts.

Module 3- Introduction and Basic Information about Legal System:

The Legal System: Sources of Law and the Court Structure: Enacted law -Acts of Parliament are of primary legislation, Common Law or Case law, Principles taken from decisions of judges constitute binding legal rules. The Court System in India and Foreign Courtiers (District Court, District Consumer Forum, Tribunals, High Courts, Supreme Court). Arbitration: As an alternative to resolving disputes in the normal courts, parties who are in dispute can agree that this will instead be referred to arbitration. Contract law, Tort, Law at workplace.

Module 4- Intellectual Property Laws and Regulation to Information:

Intellectual Property Laws: Introduction, Legal Aspects of Patents, Filing of Patent Applications, Rights from Patents, Infringement of Patents, Copyright and its Ownership, Infringement of Copyright, Civil Remedies for Infringement, Regulation to Information-Introduction, Right to Information Act, 2005, Information Technology Act, 2000, Electronic Governance, Secure Electronic Records and Digital Signatures, Digital Signature Certificates, Cyber Regulations Appellate Tribunal, Offences, Limitations of the Information Technology Act.

Module 5 -Business Organizations and E-Governance:

Sole Traders, Partnerships: Companies: The Company's Act: Introduction, Formation of a Company, Memorandum of Association, Articles of Association, Prospectus, Shares, Directors, General Meetings and Proceedings, Auditor, Winding up.

E-Governance and role of engineers in E-Governance, Need for reformed engineering serving at the Union and State level, Role of I.T. professionals in Judiciary, Problem of Alienation and Secessionism in few states creating hurdles in Industrial development.

Director
R.D. Engineering College
Duhai, Ghaziabad

COURSE OBJECTIVE:

- To acquaint the students with legacies of constitutional development in India and help those to understand the most diversified legal document of India and philosophy behind it.
- To make students aware of the theoretical and functional aspects of the Indian Parliamentary System.
- To channelize students' thinking towards basic understanding of the legal concepts and its implications for engineers.
- To acquaint students with latest intellectual property rights and innovation environment with related regulatory framework.
- To make students learn about role of engineering in business organizations and e-governance.

COURSE OUTCOME: At the end of the course, learners should be able to-

1. Identify and explore the basic features and modalities about Indian constitution.
2. Differentiate and relate the functioning of Indian parliamentary system at the center and state level.
3. Differentiate different aspects of Indian Legal System and its related bodies.
4. Discover and apply different laws and regulations related to engineering practices.
5. Correlate role of engineers with different organizations and governance models

Pedagogy: Lecture, Problem based learning, Group discussions, Visual media, Films, Documentaries, Debate forums.

Suggested Readings:

- Brij Kishore Sharma: *Introduction to the Indian Constitution*, 8th Edition, PHI Learning Pvt. Ltd.
- Granville Austin: *The Indian Constitution: Cornerstone of a Nation (Classic Reissue)*, Oxford University Press.
- Subhash C. Kashyap: *Our Constitution: An Introduction to India's Constitution and constitutional Law*, NBT, 2018.
- Madhav Khosla: *The Indian Constitution*, Oxford University Press.
- PM Bakshi: *The Constitution of India*, Latest Edition, Universal Law Publishing.
- V.K. Ahuja: *Law Relating to Intellectual Property Rights* (2007)
- Suresh T. Viswanathan: *The Indian Cyber Laws, Bharat Law House*, New Delhi-88
- P. Narayan: Intellectual Property Law, Eastern Law House, New Delhi
- Prabudh Ganguli: *Gearing up for Patents: The Indian Scenario*, Orient Longman.
- BL Wadehra: Patents, Trademarks, *Designs and Geological Indications Universal Law* Publishing - LexisNexis.
- *Intellectual Property Rights: Law and Practice, Module III* by ICSI (only relevant sections)
- Executive programme study material Company Law, Module II, by ICSI (The Institute of Companies Secretaries of India) (Only relevant sections i.e., Study 1, 4 and 36).https://www.icsi.edu/media/webmodules/publications/Company%20Law.pdf
- Handbook on e-Governance Project Lifecycle, Department of Electronics & Information Technology, Government of India, https://www.meity.gov.in/writereaddata/files/e-Governance_Project_Lifecycle_Participant_Handbook-5Day_CourseV1_20412.pdf
- Companies Act, 2013 Key highlights and analysis by PWC. https://www.pwc.in/assets/pdfs/publications/2013/companies-act-2013-key-highlights-and-analysis.pdf

Director
R.D. Engineering College
Duhai, Ghaziabad

Referred Case Studies:

- Keshavanand Bharati V. State of Kerala, AIR 1973 SC 1461.
- Maneka Gandhi V. Union of India AIR, 1978 SC 597.
- S.R. Bammai V. Union of India, AIR 1994 SC 1918.
- Kuldip Nayyar V. Union of India, AIR 2006 SC312.
- A.D.M. Jabalpur V. ShivkantShakla, AIR 1976 SC1207.
- Remshwar Prasad V. Union of India, AIR 2006 SC980.
- Keshav Singh in re, AIR 1965 SC 745.
- Union of India V. Talsiram, AIR 1985 SC 1416.
- Atiabari Tea Estate Co.V. State of Assam, AIR 1961SC232.
- SBP & Co. Vs. Patel Engg. Ltd. 2005 (8) SCC 618.
- Krishna Bhagya Jala Nigam Ltd. Vs. G. Arischandra Reddy (2007) 2 SCC 720.
- Oil & Natural Gas Corporation Vs. Saw Pipes Ltd. 2003 (4) SCALE 92 – 185.

**** (Other relevant case studies can be consulted by the teacher as per the topic).**

Prescribed Legislations:

1. Information Technology Act, 2000 with latest amendments.
2. RTI Act 2005 with latest amendments.
3. Information Technology Rules, 2000
4. Cyber Regulation Appellate Tribunal Rules, 2000

Suggested aid for Students and Pedagogic purpose

- RSTV debates on corporate law, IPR and patent issues
- NPTEL lectures on IPR and patent rights

Episodes of 10 -part mini TV series "Samvidhan: The Making of Constitution of India" by RSTV.

Director
R.D. Engineering College
Duhai, Ghaziabad

B.Tech.
V & VI Semester

2	KNC502/ KNC602	INDIAN TRADITION, CULTURE AND SOCIETY

Director
R.D. Engineering College
Duhai, Ghaziabad

INDIAN TRADITIONS, CULTURAL AND SOCIETY

L: T:P: 2: 0:0

Module 1- Society State and Polity in India

State in Ancient India: Evolutionary Theory, Force Theory, Mystical Theory Contract Theory, Stages of State Formation in Ancient India, Kingship , Council of Ministers Administration Political Ideals in Ancient India Conditions' of the Welfare of Societies, The Seven Limbs of the State, Society in Ancient India, Purusārtha, Varnāshrama System, Āshrama or the Stages of Life, Marriage, Understanding Gender as a social category, The representation of Women in Historical traditions, Challenges faced by Women. Four-class Classification, Slavery.

Module 2- Indian Literature, Culture, Tradition, and Practices

Evolution of script and languages in India: Harappan Script and Brahmi Script. The Vedas, the Upanishads, the Ramayana and the Mahabharata, Puranas, Buddhist And Jain Literature in Pali,Prakrit And Sanskrit, Kautilya's Arthashastra, Famous Sanskrit Authors, Telugu Literature, Kannada Literature,Malayalam Literature ,Sangama Literature Northern Indian Languages & Literature, Persian And Urdu ,Hindi Literature

Module 3- Indian Religion, Philosophy, and Practices

Pre-Vedic and Vedic Religion, Buddhism, Jainism, Six System Indian Philosophy, Shankaracharya, Various Philosophical Doctrines , Other Heterodox Sects, Bhakti Movement, Sufi movement, Socio religious reform movement of 19th century, Modern religious practices.

Module 4-Science, Management and Indian Knowledge System

Astronomy in India, Chemistry in India, Mathematics in India, Physics in India, Agriculture in India, Medicine in India ,Metallurgy in India, Geography, Biology, Harappan Technologies, Water Management in India, Textile Technology in India ,Writing Technology in India Pyrotechnics in India Trade in Ancient India/,India's Dominance up to Pre-colonial Times

Module 5- Cultural Heritage and Performing Arts

Indian Architect, Engineering and Architecture in Ancient India, Sculptures, Seals, coins, Pottery, Puppetry, Dance, Music, Theatre, drama, Painting, Martial Arts Traditions, Fairs and Festivals, Current developments in Arts and Cultural, Indian's Cultural Contribution to the World. Indian Cinema

COURSE OBJECTIVES:

- The course aims at imparting basic principles of thought process, reasoning and inference to identify the roots and details of some of the contemporary issues faced by our nation and try to locate possible solutions to these challenges by digging deep into our past.
- To enable the students to understand the importance of our surroundings and encourage the students to contribute towards sustainable development.
- To sensitize students towards issues related to 'Indian' culture, tradition and its composite character.

Director
R.D. Engineering College
Duhai, Ghaziabad

- To make students aware of holistic life styles of Yogic-science and wisdom capsules in Sanskrit literature that are important in modern society with rapid technological advancements and societal disruptions.
- To acquaint students with Indian Knowledge System, Indian perspective of modern scientific world-view and basic principles of Yoga and holistic health care system.

COURSE OUTCOMES: Ability to understand, connect up and explain basics of Indian Traditional knowledge modern scientific perspective.

Suggested Pedagogy for Teachers

- Project based learning
- Case studies
- Group discussion
- Presentations

Suggested Text & Reference Books

1. V. Sivaramakrishna (Ed.), *Cultural Heritage of India-Course Material*, Bharatiya Vidya Bhavan, Mumbai, 5th Edition, 2014
2. S. Baliyan, *Indian Art and Culture*, Oxford University Press, India
3. Swami Jitatmanand, *Modern Physics and Vedant*, Bharatiya Vidya Bhavan
4. Romila Thapar, *Readings In Early Indian History* Oxford University Press , India
5. Fritz of Capra, Tao of Physics
6. Fritz of Capra, The wave of Life
7. V N Jha (English Translation), *Tarkasangraha of Annam Bhatta,* Inernational Chinmay Foundation,Velliarnad,Amaku,am
8. Yoga Sutra of Patanjali, Ramakrishna Mission, Kolkatta
9. GN Jha (Eng. Trans.) Ed. R N Jha, *Yoga-darshanam with Vyasa Bhashya*, Vidyanidhi Prakasham, Delhi,2016
10. RN Jha, Science of Consciousness Psychotherapy and Yoga Practices, Vidyanidhi Prakasham, Delhi, 2016
11. P R Sharma (English translation), Shodashang Hridayam
12. Basham, A.L., *The Wonder that was India* (34th impression), New Delhi, Rupa & co
13. Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*(fourth edition), Delhi, Motilal Banarsidass,

Director
R.D. Engineering College
Duhai, Ghaziabad

Revised Structure B. Tech 1st Year

B.Tech. I Semester

(All branches except Bio Technology and Agriculture Engg.)

S. No.	Course Code	Course Title	Periods			Evaluation Scheme				End Semester		Total	Credits
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KAS101T/ KAS102T	Engineering Physics/ Engineering Chemistry	3	1	0	30	20	50		100		150	4
2	KAS103T	Engineering Mathematics-I	3	1	0	30	20	50		100		150	4
3	KEE101T/ KEC101T	Basic Electrical Engineering/ Emerging Domain in Electronics Engineering	3	0	0	30	20	50		100		150	3
4	KCS101T/ KME101T	Programming for Problem Solving / Fundamentals of Mechanical Engineering & Mechatronics	3	0	0	30	20	50		100		150	3
5	KAS151P/ KAS152P	Engineering Physics Lab/ Engineering Chemistry Lab	0	0	2				25		25	50	1
6	KEE151P/ KEC151P	Basic Electrical Engineering Lab/ Electronics Engineering Lab	0	0	2				25		25	50	1
7	KCS151P/ KAS154P	Programming for Problem Solving / English Language Lab	0	1	2				25		25	50	1
8	KCE151P/ KWS151P	Engineering Graphics & Design Lab/ Mechanical Workshop Lab	0	1	2				50		50	100	1
9	KMC101/ KMC102	AI For Engineering/ Emerging Technology for Engineering	2	0	0	15	10	25		25		50	2
10	KNC101	Soft Skill I	2	0	0	15	10	25		25			NC
11	MOOCs	(For B.Tech. Hons. Degree)*											
		Total										900	20

Director
R.D. Engineering College
Duhai, Ghaziabad

B.Tech. II Semester

(All branches except Bio Technology and Agriculture Engg.)

S. No.	Course Code	Course Title	Periods			Evaluation Scheme				End Semester		Total	Credits
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KAS201T/ KAS202T	Engineering Physics/ Engineering Chemistry	3	1	0	30	20	50		100		150	4
2	KAS203T	Engineering Mathematics-II	3	1	0	30	20	50		100		150	4
3	KEE201T/ KEC201T	Basic Electrical Engineering/ Emerging Domain in Electronics Engineering	3	0	0	30	20	50		100		150	3
4	KCS201T/ KME201T	Programming for Problem Solving / Fundamentals of Mechanical Engineering & Mechatronics	3	0	0	30	20	50		100		150	3
5	KAS251P/ KAS252P	Engineering Physics Lab/ Engineering Chemistry Lab	0	0	2				25		25	50	1
6	KEE251P/ KEC251P	Basic Electrical Engineering Lab/ Electronics Engineering Lab	0	0	2				25		25	50	1
7	KCS251P/ KAS254P	Programming for Problem Solving / English Language Lab	0	1	2				25		25	50	1
8	KCE251P/ KWS251P	Engineering Graphics & Design Lab/ Mechanical Workshop Lab	0	1	2				50		50	100	1
9	KMC201/ KMC202	AI For Engineering/ Emerging Technology for Engineering	2	0	0	15	10	25		25		50	2
10	**KNC201**	**Soft Skill II**	2	0	0	15	10	25		25			NC
	MOOCs	(For B.Tech. Hons. Degree)*											
		Total										900	20

Mini Project or Internship (3-4 weeks) shall be conducted during summer break after II semester and will be assessed during III semester

Director
R.D. Engineering College
Duhai, Ghaziabad

KNC-101	SOFT SKILLS-I	2L:0T:0P

SOFT SKILLS-I

UNIT I- Basics of Applied Grammar and usage

Tenses: Part of Speech, Active & Passive Voice, Articles, Subject-verb agreement, Antonyms, Synonyms, Prefix and Suffix, Narration, Conditional sentences, Concord, Tag questions, punctuation marks.

UNIT II- Presentation and Interaction Skills

Speech Delivery, Interjecting: Objectives& Methodology; Group Discussion: Objectives & Methods; Theme Presentation: Methods; Argumentative skills: Pattern and Ingredients; Debate & Discussion: Unity, Coherence & Emphasis. Public Speaking: Audience Analysis: Approach and Style. Interviews: Types; Focus & Objectives.

UNIT III- Interpersonal Communication Skills

Features: Methods; Principles; Requisites; Team- work; Skills: Empathy, Emotional Intelligence, empathy and listening skills. Time Management; Attitude; Responsibility. Leadership qualities: Integrity; Values; Trust; Self-Confidence & Courage; Communication and Networking; Speed reading; Problem Solving & Trouble- Shooting

UNIT IV- Persuasion and Negotiation Skills

Definition; Understanding Attitude, Beliefs, Values and Behavior; The process of Persuasion: Analysis of Audience; Classification of Audience; Egoistic and Non-Egoistic; Specific Techniques for Specific Audience; Skills of Persuasion, Steps to Persuasion/Influence, Negotiation: Definition; Process of Negotiation: Characteristics; Qualities of good negotiator; Approaches to Negotiation.

UNIT V- Communication Skills

Introduction to oral communication, Nuances & Modes of Speech Delivery, Public speaking: confidence, clarity, and fluency, Non verbal Communication: Kinesics, Paralinguistic features of Voice-Dynamics, Proxemics, Chronemics, and Presentation Strategies: planning, preparation, organization, delivery.

Course Outcome:

Unit 1- Students will be enabled to **understand** the correct usage of grammar.

Unit 2- Students will **apply** the fundamental inputs of communication skills in making speech delivery, individual conference, and group communication.

Unit 3-Students will **evaluate** the impact of interpersonal communication on their performance as a professional and in obtaining professional excellence at the workplace.

Unit 4-Skills and techniques of persuasion and negotiation would **enhance** the level of students at multifarious administrative and managerial platforms.

Unit 5-Student will be able to **equip** with basics of communication skills and will **apply** it for practical and oral purposes by being honed up in presentation skills and voice-dynamics.

Prescribed Books:

1. **Technical Communication, (Second Ed.); O.U.P.,** Meenakshi Raman & S.Sharma New Delhi, 2011
2. **Business Communication for Managers**, Payal Mehra, Pearson, Delhi, 2012.
3. **Personality Development,** Harold R. Wallace et. al, Cengage Learning India Pvt. Ltd; New Delhi 2006
4. **Practical Communication** by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2013, Delhi.
5. **Personality Development & Soft Skills,** Barun K.Mitra, Oxford University Press, New Delhi, 2012.
6. **Public Speaking,** William S. Pfeiffer, Pearson, Delhi, 2012.
7. **Human Values,** A.N. Tripathi, New Age International Pvt. Ltd. Publishers, New Delhi ,2005

Director
R.D. Engineering College
Duhai, Ghaziabad

KNC-201	SOFT SKILLS-II	2L:0T:0P

SOFT SKILLS-II

UNIT I- LSRW Skills

Active Listening: Meaning and Art of Listening, Pronunciation, Tongue-Twisters, Stress in English Language, Reading style: Skimming; Scanning; Churning & Assimilation, Effective writing tools, Writing: Methods: Inductive; Deductive; Exposition; Linear; Interrupted; Spatial & Chronological etc

UNIT II- Conversational& Social Skills

Definition of Conversation; Speech and Conversation: Distinction; Listening and Conversation; Sustaining Interest; Rules of Conversation; Conversation and Personality; Importance of Conversation: Competence Relationships; Social Skills: Role of Communication; Purposeful Socializing; Attributes: Effective Communication; Conflict Resolution;; Relationship Management; Respect; Improvement Techniques: Feedback; Goal Setting; Affording Resources; Adopting Interpersonal Skills; Importance.

UNIT III- Motivation Skills

Motivation: Definition; Sources of Motivation: Initiative; Willingness To Work; Eagerness to take on Work; Initiative; Learning Ability; Going Extra Miles; Learning And Analysis; Motivating Others: Techniques; One To One Correspondence; Understanding; Individual Motivation; Mobilizing Optimal Performance; Praise and Compliment; Goal Setting for Individual Employee; Individual Cultivation of Skills; Facilitating Active Involvement; Trust in the Working Hands.

UNIT IV- Work-Place Skills

Managing Stress; Techniques: Application of 4 A's; Avoid; Alter; Access; Adapt; Resilience: Flexibility in Thought and Behavior; Tolerance and Self-Belief; Team-Work and Communication; Compassion in Leadership; Communication Skills; Listening and Responding; Speaking Skills; Positive Thinking: Controlling Mind.

UNIT V- Creativity and Critical Thinking

Creativity: Definition; Characteristics of Creative Person: Fluency; Originality; Curiosity; Critical Thinking: Definition; Abilities: Discerning Facts and Claims; Credibility Analysis; Identifying Valid Reasons; Distinguishing Relevant from Irrelevant Fact/Claims; Detecting Bias; Knowing the Hidden Motives; Creative Methods; Features.

Course Outcome:

Unit 1- Students will be able to **converse** well with effective LSRW skills in English.
Unit 2- Students will **evaluate** the importance of conversation in their personal and professional domain and **apply** it for extending their professional frontiers.
Unit 3- Students will learn to **apply** motivation skills for their individual and professional excellence.
Unit 4- Students will **utilize** their teamwork and their interpersonal communication skills to survive and excel at their work-place.
Unit 5-Students will learn to **evaluate** creativity for their professional innovation and critical thinking for their competence.

Prescribed Books:

1. **Technical Communication, (Second Ed.); O.U.P.,** Meenakshi Raman &S.Sharma New Delhi, 2011
2. **Personality Development,** Harold R. Wallace et. al, Cengage Learning India Pvt. Ltd; New Delhi 2006
3. **Personality Development & Soft Skills,** Barun K. Mitra, Oxford University Press, New Delhi, 2012.
4. **Practical Communication** by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2013, Delhi.
5. **Developing Communication Skills:** by Krishna Mohan, Meera Banerji; McMillan India Ltd, Delhi,1990.
6. **Communication Skills for Engineers and Scientists:** Sangeeta Sharma et. al., THI Learning Pvt Ltd, New Delhi, 2011.
7. **Public Speaking,** William S. Pfeiffer, Pearson, Delhi, 2012.
8. **Human Values,** A.N. Tripathi, New Age International Pvt. Ltd. Publishers New Delhi, 2005.

Director
R. Engineering College
Duhai, Ghaziabad

Revised Structure B. Tech 1st Year

B.Tech. I Semester

(All branches except Bio Technology and Agriculture Engg.)

S. No.	Course Code	Course Title	Periods			Evaluation Scheme				End Semester		Total	Credits
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KAS101T/ KAS102T	Engineering Physics/ Engineering Chemistry	3	1	0	30	20	50		100		150	4
2	KAS103T	Engineering Mathematics-I	3	1	0	30	20	50		100		150	4
3	KEE101T/ KEC101T	Basic Electrical Engineering/ Emerging Domain in Electronics Engineering	3	0	0	30	20	50		100		150	3
4	KCS101T/ KME101T	Programming for Problem Solving / Fundamentals of Mechanical Engineering & Mechatronics	3	0	0	30	20	50		100		150	3
5	KAS151P/ KAS152P	Engineering Physics Lab/ Engineering Chemistry Lab	0	0	2				25		25	50	1
6	KEE151P/ KEC151P	Basic Electrical Engineering Lab/ Electronics Engineering Lab	0	0	2				25		25	50	1
7	KCS151P/ KAS154P	Programming for Problem Solving / English Language Lab	0	1	2				25		25	50	1
8	KCE151P/ KWS151P	Engineering Graphics & Design Lab/ Mechanical Workshop Lab	0	1	2				50		50	100	1
9	KMC101/ KMC102	AI For Engineering/ Emerging Technology for Engineering	2	0	0	15	10	25		25		50	2
10	**KNC101**	**Soft Skill I**	2	0	0	15	10	25		25			NC
11	MOOCs	(For B.Tech. Hons. Degree)*											
		Total										900	20

Director
R.D. Engineering College
Duhai, Ghaziabad

B.Tech. II Semester

(All branches except Bio Technology and Agriculture Engg.)

S. No.	Course Code	Course Title	Periods			Evaluation Scheme				End Semester		Total	Credits
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KAS201T/ KAS202T	Engineering Physics/ Engineering Chemistry	3	1	0	30	20	50		100		150	4
2	KAS203T	Engineering Mathematics-II	3	1	0	30	20	50		100		150	4
3	KEE201T/ KEC201T	Basic Electrical Engineering/ Emerging Domain in Electronics Engineering	3	0	0	30	20	50		100		150	3
4	KCS201T/ KME201T	Programming for Problem Solving / Fundamentals of Mechanical Engineering & Mechatronics	3	0	0	30	20	50		100		150	3
5	KAS251P/ KAS252P	Engineering Physics Lab/ Engineering Chemistry Lab	0	0	2				25		25	50	1
6	KEE251P/ KEC251P	Basic Electrical Engineering Lab/ Electronics Engineering Lab	0	0	2				25		25	50	1
7	KCS251P/ KAS254P	Programming for Problem Solving / English Language Lab	0	1	2				25		25	50	1
8	KCE251P/ KWS251P	Engineering Graphics & Design Lab/ Mechanical Workshop Lab	0	1	2				50		50	100	1
9	KMC201/ KMC202	AI For Engineering/ Emerging Technology for Engineering	2	0	0	15	10	25		25		50	2
10	**KNC201**	**Soft Skill II**	2	0	0	15	10	25		25			NC
	MOOCs	(For B.Tech. Hons. Degree)*											
		Total										900	20

Mini Project or Internship (3-4 weeks) shall be conducted during summer break after II semester and will be assessed during III semester

Director
R.D. Engineering College
Duhai, Ghaziabad

KNC-101	SOFT SKILLS-I	2L:0T:0P

SOFT SKILLS-I

UNIT I- Basics of Applied Grammar and usage

Tenses: Part of Speech, Active & Passive Voice, Articles, Subject-verb agreement, Antonyms, Synonyms, Prefix and Suffix, Narration, Conditional sentences, Concord, Tag questions, punctuation marks.

UNIT II- Presentation and Interaction Skills

Speech Delivery, Interjecting: Objectives& Methodology; Group Discussion: Objectives & Methods; Theme Presentation: Methods; Argumentative skills: Pattern and Ingredients; Debate & Discussion: Unity, Coherence & Emphasis. Public Speaking: Audience Analysis: Approach and Style. Interviews: Types; Focus & Objectives.

UNIT III- Interpersonal Communication Skills

Features: Methods; Principles; Requisites; Team- work; Skills: Empathy, Emotional Intelligence, empathy and listening skills. Time Management; Attitude; Responsibility. Leadership qualities: Integrity; Values; Trust; Self-Confidence & Courage; Communication and Networking; Speed reading; Problem Solving & Trouble- Shooting

UNIT IV- Persuasion and Negotiation Skills

Definition; Understanding Attitude, Beliefs, Values and Behavior; The process of Persuasion: Analysis of Audience; Classification of Audience; Egoistic and Non-Egoistic; Specific Techniques for Specific Audience; Skills of Persuasion, Steps to Persuasion/Influence, Negotiation: Definition; Process of Negotiation: Characteristics; Qualities of good negotiator; Approaches to Negotiation.

UNIT V- Communication Skills

Introduction to oral communication, Nuances & Modes of Speech Delivery, Public speaking: confidence, clarity, and fluency, Non verbal Communication: Kinesics, Paralinguistic features of Voice-Dynamics, Proxemics, Chronemics, and Presentation Strategies: planning, preparation, organization, delivery.

Course Outcome:

Unit 1- Students will be enabled to **understand** the correct usage of grammar.

Unit 2- Students will **apply** the fundamental inputs of communication skills in making speech delivery, individual conference, and group communication.

Unit 3-Students will **evaluate** the impact of interpersonal communication on their performance as a professional and in obtaining professional excellence at the workplace.

Unit 4-Skills and techniques of persuasion and negotiation would **enhance** the level of students at multifarious administrative and managerial platforms.

Unit 5-Student will be able to **equip** with basics of communication skills and will **apply** it for practical and oral purposes by being honed up in presentation skills and voice-dynamics.

Prescribed Books:

1. **Technical Communication, (Second Ed.); O.U.P.,** Meenakshi Raman & S.Sharma New Delhi, 2011
2. **Business Communication for Managers,** Payal Mehra, Pearson, Delhi, 2012.
3. **Personality Development,** Harold R. Wallace et. al, Cengage Learning India Pvt. Ltd; New Delhi 2006
4. **Practical Communication** by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2013, Delhi.
5. **Personality Development & Soft Skills,** Barun K.Mitra, Oxford University Press, New Delhi, 2012.
6. **Public Speaking,** William S. Pfeiffer, Pearson, Delhi, 2012.
7. **Human Values,** A.N. Tripathi, New Age International Pvt. Ltd. Publishers New Delhi, 2005

Director
R.D. Engineering College
Duhai, Ghaziabad

KNC-201	SOFT SKILLS-II	2L:0T:0P

SOFT SKILLS-II

UNIT I- LSRW Skills

Active Listening: Meaning and Art of Listening, Pronunciation, Tongue-Twisters, Stress in English Language, Reading style: Skimming; Scanning; Churning & Assimilation, Effective writing tools, Writing: Methods: Inductive; Deductive; Exposition; Linear; Interrupted; Spatial & Chronological etc

UNIT II- Conversational& Social Skills

Definition of Conversation; Speech and Conversation: Distinction; Listening and Conversation; Sustaining Interest; Rules of Conversation; Conversation and Personality; Importance of Conversation: Competence Relationships; Social Skills: Role of Communication; Purposeful Socializing; Attributes: Effective Communication; Conflict Resolution;; Relationship Management; Respect; Improvement Techniques: Feedback; Goal Setting; Affording Resources; Adopting Interpersonal Skills; Importance.

UNIT III- Motivation Skills

Motivation: Definition; Sources of Motivation: Initiative; Willingness To Work; Eagerness to take on Work; Initiative; Learning Ability; Going Extra Miles; Learning And Analysis; Motivating Others: Techniques; One To One Correspondence; Understanding; Individual Motivation; Mobilizing Optimal Performance; Praise and Compliment; Goal Setting for Individual Employee; Individual Cultivation of Skills; Facilitating Active Involvement; Trust in the Working Hands.

UNIT IV- Work-Place Skills

Managing Stress; Techniques: Application of 4 A's; Avoid; Alter; Access; Adapt; Resilience: Flexibility in Thought and Behavior; Tolerance and Self-Belief; Team-Work and Communication; Compassion in Leadership; Communication Skills; Listening and Responding; Speaking Skills; Positive Thinking: Controlling Mind.

UNIT V- Creativity and Critical Thinking

Creativity: Definition; Characteristics of Creative Person: Fluency; Originality; Curiosity; Critical Thinking: Definition; Abilities: Discerning Facts and Claims; Credibility Analysis; Identifying Valid Reasons; Distinguishing Relevant from Irrelevant Fact/Claims; Detecting Bias; Knowing the Hidden Motives; Creative Methods; Features.

Course Outcome:

Unit 1- Students will be able to **converse** well with effective LSRW skills in English.
Unit 2- Students will **evaluate** the importance of conversation in their personal and professional domain and **apply** it for extending their professional frontiers.
Unit 3- Students will learn to **apply** motivation skills for their individual and professional excellence.
Unit 4- Students will **utilize** their teamwork and their interpersonal communication skills to survive and excel at their work-place.
Unit 5-Students will learn to **evaluate** creativity for their professional innovation and critical thinking for their competence.

Prescribed Books:

1. **Technical Communication, (Second Ed.); O.U.P.,** Meenakshi Raman &S.Sharma New Delhi, 2011
2. **Personality Development,** Harold R. Wallace et. al, Cengage Learning India Pvt. Ltd; New Delhi 2006
3. **Personality Development & Soft Skills,** Barun K. Mitra, Oxford University Press, New Delhi, 2012.
4. **Practical Communication** by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2013, Delhi.
5. **Developing Communication Skills:** by Krishna Mohan, Meera Banerji; McMillan India Ltd, Delhi,1990.
6. **Communication Skills for Engineers and Scientists:** Sangeeta Sharma et. al., THI Learning Pvt Ltd, New Delhi, 2011.
7. **Public Speaking,** William S. Pfeiffer, Pearson, Delhi, 2012.
8. **Human Values,** A.N. Tripathi, New Age International Pvt. Ltd. Publishers New Delhi, 2005.

Director
R.D. Engineering College
Duhai, Ghaziabad

SYLLABUS

1	KNC501/ KNC601	CONSTITUTION OF INDIA, LAW AND ENGINEERING

Director
R.D. Engineering College
Duhai, Ghaziabad

CONSTITUTION OF INDIA, LAW AND ENGINEERING

L:T: P: 2: 0:0

Module 1--Introduction and Basic Information about Indian Constitution:

Meaning of the constitution law and constitutionalism, Historical Background of the Constituent Assembly, Government of India Act of 1935 and Indian Independence Act of 1947,Enforcement of the Constitution, Indian Constitution and its Salient Features, The Preamble of the Constitution, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy, Parliamentary System, Federal System, Centre-State Relations, Amendment of the Constitutional Powers and Procedure, The historical perspectives of the constitutional amendments in India, Emergency Provisions: National Emergency, President Rule, Financial Emergency, and Local Self Government – Constitutional Scheme in India.

Module 2-Union Executive and State Executive:

Powers of Indian Parliament Functions of Rajya Sabha, Functions of Lok Sabha, Powers and Functions of the President, Comparison of powers of Indian President with the United States, Powers and Functions of the Prime Minister, Judiciary – The Independence of the Supreme Court, Appointment of Judges, Judicial Review, Public Interest Litigation, Judicial Activism, LokPal, Lok Ayukta, The Lokpal and Lok ayuktas Act 2013, State Executives – Powers and Functions of the Governor, Powers and Functions of the Chief Minister, Functions of State Cabinet, Functions of State Legislature, Functions of High Court and Subordinate Courts.

Module 3- Introduction and Basic Information about Legal System:

The Legal System: Sources of Law and the Court Structure: Enacted law -Acts of Parliament are of primary legislation, Common Law or Case law, Principles taken from decisions of judges constitute binding legal rules. The Court System in India and Foreign Courtiers (District Court, District Consumer Forum, Tribunals, High Courts, Supreme Court). Arbitration: As an alternative to resolving disputes in the normal courts, parties who are in dispute can agree that this will instead be referred to arbitration. Contract law, Tort, Law at workplace.

Module 4- Intellectual Property Laws and Regulation to Information:

Intellectual Property Laws: Introduction, Legal Aspects of Patents, Filing of Patent Applications, Rights from Patents, Infringement of Patents, Copyright and its Ownership, Infringement of Copyright, Civil Remedies for Infringement, Regulation to Information-Introduction, Right to Information Act, 2005, Information Technology Act, 2000, Electronic Governance, Secure Electronic Records and Digital Signatures, Digital Signature Certificates, Cyber Regulations Appellate Tribunal, Offences, Limitations of the Information Technology Act.

Module 5 -Business Organizations and E-Governance:

Sole Traders, Partnerships: Companies: The Company's Act: Introduction, Formation of a Company, Memorandum of Association, Articles of Association, Prospectus, Shares, Directors, General Meetings and Proceedings, Auditor, Winding up.

E-Governance and role of engineers in E-Governance, Need for reformed engineering serving at the Union and State level, Role of I.T. professionals in Judiciary, Problem of Alienation and Secessionism in few states creating hurdles in Industrial development.

Director
R.D. Engineering College
Duhai, Ghaziabad

COURSE OBJECTIVE:

- To acquaint the students with legacies of constitutional development in India and help those to understand the most diversified legal document of India and philosophy behind it.
- To make students aware of the theoretical and functional aspects of the Indian Parliamentary System.
- To channelize students' thinking towards basic understanding of the legal concepts and its implications for engineers.
- To acquaint students with latest intellectual property rights and innovation environment with related regulatory framework.
- To make students learn about role of engineering in business organizations and e-governance.

COURSE OUTCOME: At the end of the course, learners should be able to-

1. Identify and explore the basic features and modalities about Indian constitution.
2. Differentiate and relate the functioning of Indian parliamentary system at the center and state level.
3. Differentiate different aspects of Indian Legal System and its related bodies.
4. Discover and apply different laws and regulations related to engineering practices.
5. Correlate role of engineers with different organizations and governance models

Pedagogy: Lecture, Problem based learning, Group discussions, Visual media, Films, Documentaries, Debate forums.

Suggested Readings:

- Brij Kishore Sharma: *Introduction to the Indian Constitution*, 8th Edition, PHI Learning Pvt. Ltd.
- Granville Austin: *The Indian Constitution: Cornerstone of a Nation (Classic Reissue)*, Oxford University Press.
- S.G Subramanian: *Indian Constitution and Indian Polity*, 2nd Edition, Pearson Education 2020.
- Subhash C. Kashyap: *Our Constitution: An Introduction to India's Constitution and constitutional Law*, NBT, 2018.
- Madhav Khosla: *The Indian Constitution*, Oxford University Press.
- PM Bakshi: *The Constitution of India*, Latest Edition, Universal Law Publishing.
- V.K. Ahuja: *Law Relating to Intellectual Property Rights* (2007)
- Suresh T. Viswanathan: *The Indian Cyber Laws, Bharat Law House*, New Delhi-88
- P. Narayan: Intellectual Property Law, Eastern Law House, New Delhi
- Prabudh Ganguli: *Gearing up for Patents: The Indian Scenario*, Orient Longman.
- BL Wadehra: Patents, Trademarks, *Designs and Geological Indications Universal Law* Publishing - LexisNexis.
- *Intellectual Property Rights: Law and Practice, Module III* by ICSI (only relevant sections)
- Executive programme study material Company Law, Module II, by ICSI (The Institute of Companies Secretaries of India) (Only relevant sections i.e., Study 1, 4 and 36).https://www.icsi.edu/media/webmodules/publications/Company%20Law.pdf
- Handbook on e-Governance Project Lifecycle, Department of Electronics & Information Technology, Government of India, https://www.meity.gov.in/writereaddata/files/e-Governance_Project_Lifecycle_Participant_Handbook-5Day_CourseV1_20412.pdf
- Companies Act, 2013 Key highlights and analysis by PWC https://www.pwc.in/assets/pdfs/publications/2013/companies-act-2013-key-highlights-and-analysis.pdf

Director
Engineering College
Duhai, Ghaziabad

Referred Case Studies:

- Keshavanand Bharati V. State of Kerala, AIR 1973 SC 1461.
- Maneka Gandhi V. Union of India AIR, 1978 SC 597.
- S.R. Bammai V. Union of India, AIR 1994 SC 1918.
- Kuldip Nayyar V. Union of India, AIR 2006 SC312.
- A.D.M. Jabalpur V. ShivkantShakla, AIR 1976 SC1207.
- Remshwar Prasad V. Union of India, AIR 2006 SC980.
- Keshav Singh in re, AIR 1965 SC 745.
- Union of India V. Talsiram, AIR 1985 SC 1416.
- Atiabari Tea Estate Co.V. State of Assam, AIR 1961SC232.
- SBP & Co. Vs. Patel Engg. Ltd. 2005 (8) SCC 618.
- Krishna Bhagya Jala Nigam Ltd. Vs. G. Arischandra Reddy (2007) 2 SCC 720.
- Oil & Natural Gas Corporation Vs. Saw Pipes Ltd. 2003 (4) SCALE 92 – 185.

**** (Other relevant case studies can be consulted by the teacher as per the topic).**

Prescribed Legislations:

1. Information Technology Act, 2000 with latest amendments.
2. RTI Act 2005 with latest amendments.
3. Information Technology Rules, 2000
4. Cyber Regulation Appellate Tribunal Rules, 2000

Suggested aid for Students and Pedagogic purpose

- RSTV debates on corporate law, IPR and patent issues
- NPTEL lectures on IPR and patent rights

Episodes of 10 -part mini TV series "Samvidhan: The Making of Constitution of India" by RSTV.

Director
R.D. Engineering College
Duhai, Ghaziabad

SIXTH SEMESTER **CIVIL ENGINEERING** **SESSION 2020-21**

S.No	Subject Code	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KCE 601	Design of Concrete Structures	3	1	0	30	20	50		100		150	4
2	KCE 602	Transportation Engineering	3	1	0	30	20	50		100		150	4
3	KCE 603	Environmental Engineering	3	1	0	30	20	50		100		150	4
4		Departmental Elective-III	3	0	0	30	20	50		100		150	3
	KCE 061	Advance Structural Analysis											
	KCE 062	River Engineering											
	KCE 063	Repair and Rehabilitation of Structures											
	KCE 064	Foundation Design											
5		Open Elective-I	3	0	0	30	20	50		100		150	3
6	KCE 651	Transportation Engineering Lab	0	0	2				25		25	50	1
7	KCE 652	Environmental Engineering Lab	0	0	2				25		25	50	1
8	KCE 653	Structural Detailing Lab	0	0	2				25		25	50	1
9	KNC601/ KNC602	Constitution of India, Law and Engineering / Indian Tradition, Culture and Society	2	0	0	15	10	25		50			
10		MOOCs (Essential for Hons. Degree)											
		Total	17	3	6							900	21

NOTE:

1. Regular classroom interaction with industry experts is to be ensured in all theory courses (minimum two expert talks from relevant Industry).
2. Working on experiments using virtual labs is to be ensured in lab courses.
3. Student's visit to Industry/Industry Expert's project site must be arranged as & when possible.

Director
R.D. Engineering College
Duhai, Ghaziabad

FIFTH SEMESTER **CIVIL ENGINEERING** **SESSION 2020-21**

S.No	Subject Code	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KCE 501	Geotechnical Engineering	3	1	0	30	20	50		100		150	4
2	KCE 502	Structural Analysis	3	1	0	30	20	50		100		150	4
3	KCE 503	Quantity Estimation and Construction Management	3	1	0	30	20	50		100		150	4
4		Departmental Elective-I	3	0	0	30	20	50		100		150	3
	KCE 051	Concrete Technology											
	KCE 052	Modern Construction Materials											
	KCE 053	Open Channel Flow											
	KCE 054	Engineering Geology											
5		Departmental Elective-II	3	0	0	30	20	50		100		150	3
	KCE-055	Engineering Hydrology											
	KCE-056	Sensor and Instrumentation Technologies for Civil Engineering Applications											
	KCE-057	Air and Noise Pollution Control											
	KCE-058	GIS and Advance Remote Sensing											
6	KCE-551	CAD Lab	0	0	2				25		25	50	1
7	KCE-552	Geotechnical Engineering Lab	0	0	2				25		25	50	1
8	KCE-553	Quantity Estimation and Management Lab	0	0	2				25		25	50	1
9	KCE-554	Mini Project or Internship Assessment*	0	0	2				50			50	1
10	KNC501/ KNC502	Constitution of India, Law and Engineering / Indian Tradition, Culture and Society	2	0	0								
11		MOOCs (Essential for Hons. Degree)											
		Total	17	3	8							950	22

* The Mini Project or Internship (4 weeks) conducted during semester break after IV semester and will be assessed during V semester.

NOTE:

1. Regular classroom interaction with industry experts is to be ensured in all theory courses (minimum two expert talks from relevant Industry).
2. Working on experiments using virtual labs is to be ensured in lab courses.
3. Student's visit to Industry/Industry Expert's project site must be arranged as & when possible.

Director
R.D. Engineering College
Duhai, Ghaziabad

2020-21

B.Tech. (Electronics & Communication Engg.)

Semester III

Sr. No.	Course Code	Course Title	Periods			Evaluation Scheme				End Semester		Total	Credits
			L	T	P	CT	TA	Total	PS	TE	PE		
	KOE031-38/ KAS302	Engg. Science Course /Maths IV	3	1	0	30	20	50		100		150	4
1.	KAS301/ KVE301	Technical Communication /Universal Human values	2 3	1 0	0 0	30	20	50		100		150	3
2.	KEC301	Electronic Devices	3	1	0	30	20	50		100		150	4
3.	KEC302	Digital System Design	3	1	0	30	20	50		100		150	4
4.	KEC303	Network Analysis and Synthesis	3	0	0	30	20	50		100		150	3
6.	KEC351	Electronics Devices Lab	0	0	2				25		25	50	1
7.	KEC352	Digital System Design Lab	0	0	2				25		25	50	1
8.	KEC353	Network Analysis and Synthesis lab	0	0	2				25		25	50	1
9.	KEC354	Mini Project or Internship Assessment	0	0	2			50				50	1
10.	KNC301 /KNC302	Computer System Security /Python Programming	2	0	0	15	10	25		50			0
11.		MOOCs (Essential for Hons. Degree)											
		TOTAL										**950**	**22**

*The Mini Project or internship (3-4 weeks) conducted during summer break after II semester and will be assessed during III semester.

Semester IV

Sr. No.	Course Code	Course Title	Periods			Evaluation Scheme				End Semester		Total	Credits
			L	T	P	CT	TA	Total	PS	TE	PE		
1.	KAS402/ KOE041-48	Maths-IV / Engg. Science Course	3	1	0	30	20	50		100		150	4
2.	KVE401/ KAS401	Universal Human Values/ Technical Communication	3 2	0 1	0 0	30	20	50		100		150	3
3.	KEC401	Communication Engineering	3	0	0	30	20	50		100		150	3
4.	KEC402	Analog Circuits	3	1	0	30	20	50		100		150	4
5.	KEC403	Signal System	3	1	0	30	20	50		100		150	4
6.	KEC451	Communication Engineering Lab	0	0	2				25		25	50	1
7.	KEC452	Analog Circuits Lab	0	0	2				25		25	50	1
8.	KEC453	Signal System Lab	0	0	2				25		25	50	1
9.	KNC402/ KNC401	Python Programming/ Computer System Security	2	0	0	15	10	25		50			0
10.		MOOCs (Essential for Hons. Degree)											
		TOTAL										**900**	**21**

Director
R.D. Engineering College
Duhai, Ghaziabad

Technical Communication
(KAS301/401)
(Effective from the session 2019-20)

L T P
2 1 0

Unit -1 Fundamentals of Technical Communication:
Technical Communication: Features; Distinction between General and Technical Communication; Language as a tool of Communication; Dimensions of Communication: Reading & comprehension; Technical writing: sentences; Paragraph; Technical style: Definition, types & Methods; The flow of Communication: Downward; upward, Lateral or Horizontal; Barriers to Communication.

Unit - II Forms of Technical Communication:
Technical Report: Definition & importance; Thesis/Project writing: structure & importance; synopsis writing: Methods; Technical research Paper writing: Methods & style; Seminar & Conference paper writing; Expert Technical Lecture: Theme clarity; Analysis & Findings; 7 Cs of effective business writing: concreteness, completeness, clarity, conciseness, courtesy, correctness, consideration, C.V./Resume writing; Technical Proposal: Types, Structure & Draft.

Unit - III Technical Presentation: Strategies & Techniques
Presentation: Forms; interpersonal Communication; Class room presentation; style; method; Individual conferencing: essentials: Public Speaking: method; Techniques: Clarity of substance; emotion; Humour; Modes of Presentation; Overcoming Stage Fear; Audience Analysis & retention of audience interest; Methods of Presentation: Interpersonal; Impersonal; Audience Participation: Quizzes & Interjections.

Unit - IV Technical Communication Skills:
Interview skills; Group Discussion: Objective & Method; Seminar/Conferences Presentation skills: Focus; Content; Style; Argumentation skills: Devices: Analysis; Cohesion & Emphasis; Critical thinking; Nuances: Exposition narration & Description; effective business communication competence: Grammatical; Discourse competence: combination of expression & conclusion; Socio-linguistic competence: Strategic competence: Solution of communication problems with verbal and non verbal means.

Unit - V Dimensions of Oral Communication & Voice Dynamics:
Code and Content; Stimulus & Response; Encoding process; Decoding process; Pronunciation Etiquette; Syllables; Vowel sounds; Consonant sounds; Tone: Rising tone; Falling Tone; Flow in Speaking; Speaking with a purpose; Speech & personality; Professional Personality Attributes: Empathy; Considerateness; Leadership; Competence.

Reference Books

1. Technical Communication – Principles and Practices by Meenakshi Raman & Sangeeta Sharma, Oxford Univ. Press, 2007, New Delhi.
2. Personality Development and Soft Skills by Barun K. Mitra, OUP, 2012, New Delhi.
3. Spoken English- A Manual of Speech and Phonetics by R.K.Bansal & J.B.Harrison, Orient Blackswan, 2013, New Delhi.
4. Business Correspondence and Report Writing by Prof. R.C. Sharma & Krishna Mohan, Tata McGraw Hill & Co. Ltd., 2001, New Delhi.
5. Practical Communication: Process and Practice by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2014, Delhi.

Director
R.D. Engineering College
Duhai, Ghaziabad

6. Modern Technical Writing by Sherman, Theodore A (et.al); Apprentice Hall; New Jersey; U.S.
7. A Text Book of Scientific and Technical Writing by S.D. Sharma; Vikas Publication, Delhi.
8. Skills for Effective Business Communication by Michael Murphy, Harward University, U.S.
9. Business Communication for Managers by Payal Mehra, Pearson Publication, Delhi.

Course Outcomes

1. Students will be enabled to **understand** the nature and objective of Technical Communication relevant for the work place as Engineers.
2. Students will **utilize** the technical writing for the purposes of Technical Communication and its exposure in various dimensions.
3. Students would imbibe inputs by presentation skills to **enhance** confidence in face of diverse audience.
4. Technical communication skills will **create** a vast know-how of the application of the learning to promote their technical competence.
5. It would enable them to **evaluate** their efficacy as fluent & efficient communicators by learning the voice-dynamics.

Director
R.D. Engineering College
Duhai, Ghaziabad

KVE401	Universal Human Values and Professional Ethics	L	T	P	C
		3	0	0	3

Objectives:

1. To help students distinguish between values and skills, and understand the need, basic guidelines, content and process of value education.
2. To help students initiate a process of dialog within themselves to know what they 'really want to be' in their life and profession
3. To help students understand the meaning of happiness and prosperity for a human being.
4. To facilitate the students to understand harmony at all the levels of human living, and live accordingly.
5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life

Course Outcome:

On completion of this course, the students will be able to

1. Understand the significance of value inputs in a classroom, distinguish between values and skills, understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperity and do a correct appraisal of the current scenario in the society
2. Distinguish between the Self and the Body, understand the meaning of Harmony in the Self the Co-existence of Self and Body.
3. Understand the value of harmonious relationship based on trust, respect and other naturally acceptable feelings in human-human relationships and explore their role in ensuring a harmonious society
4. Understand the harmony in nature and existence, and work out their mutually fulfilling participation in the nature.
5. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

Catalogue Description

Every human being has two sets of questions to answer for his life: a) what to do? and, b) how to do?. The first set pertains to the value domain, and the other to the skill domain. Both are complimentary, but value domain has a higher priority. Today, education has become more and more skill biased, and hence, the basic aspiration of a human being, that is to live with happiness and prosperity, gets defeated, in spite of abundant technological progress. This course is aimed at giving inputs that will help to ensure the right understanding and right feelings in the students in their life and profession, enabling them to lead an ethical life. In this course, the students learn the process of self-exploration, the difference between the Self and the Body, the naturally acceptable feelings in relationships in a family, the comprehensive human goal in the society, the mutual fulfillment in the nature and the co-existence in existence. As a natural outcome of such inputs, they are able to evaluate an ethical life and profession ahead.

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT-1 **Course Introduction - Need, Basic Guidelines, Content and Process for Value Education**

Understanding the need, basic guidelines, content and process for Value Education, Self-Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration, Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority, Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario, Method to fulfill the above human aspirations: understanding and living in harmony at various levels.

UNIT-2 **Understanding Harmony in the Human Being - Harmony in Myself**

Understanding human being as a co-existence of the sentient 'I' and the material 'Body', Understanding the needs of Self ('I') and 'Body' - Sukh and Suvidha, Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer), Understanding the characteristics and activities of 'I' and harmony in 'I', Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail, Programs to ensure Sanyam and Swasthya.

UNIT-3 **Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**

Understanding harmony in the Family- the basic unit of human interaction , Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*; Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship, Understanding the meaning of *Vishwas*; Difference between intention and competence, Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship, Understanding the harmony in the society (society being an extension of family): *Samadhan*, *Samridhi*, *Abhay*, *Sah-astitva* as comprehensive Human Goals, Visualizing a universal harmonious order in society- Undivided Society (*AkhandSamaj*), Universal Order (*SarvabhaumVyawastha*)- from family to world family!.

UNIT-4 **Understanding Harmony in the Nature and Existence - Whole existence as Co-existence**

Understanding the harmony in the Nature, Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature, Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.

UNIT-5 **Implications of the above Holistic Understanding of Harmony on Professional Ethics**

Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Competence in Professional Ethics: a) Ability to utilize the professional competence for augmenting universal human order, b) Ability to identify the scope and characteristics of people-friendly and eco-friendly

Director
R.D. Engineering College
Duhai, Ghaziabad

production systems, technologies and management models, Case studies of typical holistic technologies, management models and production systems, Strategy for transition from the present state to Universal Human Order: a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers, b) At the level of society: as mutually enriching institutions and organizations.

Text Books:

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

References:

1. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA
2. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
4. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
5. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
6. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
7. A N Tripathy, 2003, Human Values, New Age International Publishers.
8. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
9. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers , Oxford University Press
10. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
11. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

Mode of Evaluation:

Assignment/ Seminar/Continuous Assessment Test/Semester End Exam

Director
R.D. Engineering College
Duhai, Ghaziabad

B.Tech. V Semester
Electronics and Communication Engineering

S. No.	Course Code	Course Title	Periods			Evaluation Scheme			End Semester			Total	Credits
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KEC-501	Integrated Circuits	3	1	0	30	20	50		100		150	4
2	KEC-502	Microprocessor & Microcontroller	3	1	0	30	20	50		100		150	4
3	KEC-503	Digital Signal Processing	3	1	0	30	20	50		100		150	4
4	KEC-051–054	Department Elective-I	3	0	0	30	20	50		100		150	3
5	KEC-055-058	Department Elective-II	3	0	0	30	20	50		100		150	3
6	KEC-551	Integrated Circuits Lab	0	0	2				25		25	50	1
7	KEC-552	Microprocessor & Microcontroller Lab	0	0	2				25		25	50	1
8	KEC-553	Digital Signal Processing Lab	0	0	2				25		25	50	1
9	KEC-554	Mini Project/Internship **	0	0	2				50			50	1
10	KNC501/KNC502	Constitution of India, Law and Engineering / Indian Tradition, Culture and Society	2	0	0	15	10	25		50			NC
11		MOOCs (Essential for Hons. Degree)											
		Total										**950**	**22**

**The Mini Project or Internship (4weeks) conducted during summer break after IV Semester and will be assessed during Vth Semester.

Course Code	Course Title
	Department Elective-I
KEC-051	Computer Architecture and Organization
KEC-052	Industrial Electronics
KEC-053	VLSI Technology
KEC-054	Advance Digital Design using Verilog
	Department Elective-II
KEC-055	Electronics Switching
KEC-056	Advance Semiconductor Device
KEC-057	Electronics Measurement & Instrumentation
KEC-058	Optical Communication

Director
R.D. Engineering College
Duhai, Ghaziabad

B.Tech. VI Semester
Electronics and Communication Engineering

S. No.	Course Code	Course Title	Periods			Evaluation Scheme				End Semester		Total	Credits
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KEC-601	Digital Communication	3	1	0	30	20	50		100		150	4
2	KEC-602	Control System	3	1	0	30	20	50		100		150	4
3	KEC-603	Antenna and Wave Propagation	3	1	0	30	20	50		100		150	4
4		Department Elective–III	3	0	0	30	20	50		100		150	3
5		Open Elective-I	3	0	0	30	20	50		100		150	3
6	KEC-651	Digital Communication Lab	0	0	2				25		25	50	1
7	KEC-652	Control System Lab	0	0	2				25		25	50	1
8	KEC-653	Elective Lab	0	0	2				25		25	50	1
9	KNC601/ KNC602	Constitution of India, Law and Engineering / Indian Tradition, Culture and Society	2	0	0	15	10	25		50			NC
10		MOOCs (Essential for Hons. Degree)											
		Total										**900**	**21**

Course Code	Course Title
	Department Elective-III
KEC-061	Microcontroller & Embedded System Design
KEC-062	Satellite Communication
KEC-063	Data Communication Networks
KEC-064	Analog Signal Processing
KEC-065	Random Variables & Stochastic Process

Course Code	Elective Lab
KEC-653A	Measurement & Instrumentation Lab
KEC-653B	Cad for Electronics Lab
KEC-653C	Microcontroller & Embedded System Design Lab

CONSTITUTION OF INDIA, LAW AND ENGINEERING

L:T: P: 2: 0:0

Module 1--Introduction and Basic Information about Indian Constitution:

Meaning of the constitution law and constitutionalism, Historical Background of the Constituent Assembly, Government of India Act of 1935 and Indian Independence Act of 1947,Enforcement of the Constitution, Indian Constitution and its Salient Features, The Preamble of the Constitution, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy, Parliamentary System, Federal System, Centre-State Relations, Amendment of the Constitutional Powers and Procedure, The historical perspectives of the constitutional amendments in India, Emergency Provisions: National Emergency, President Rule, Financial Emergency, and Local Self Government – Constitutional Scheme in India.

Module 2-Union Executive and State Executive:

Powers of Indian Parliament Functions of Rajya Sabha, Functions of Lok Sabha, Powers and Functions of the President, Comparison of powers of Indian President with the United States, Powers and Functions of the Prime Minister, Judiciary – The Independence of the Supreme Court, Appointment of Judges, Judicial Review, Public Interest Litigation, Judicial Activism, LokPal, Lok Ayukta, The Lokpal and Lok ayuktas Act 2013, State Executives – Powers and Functions of the Governor, Powers and Functions of the Chief Minister, Functions of State Cabinet, Functions of State Legislature, Functions of High Court and Subordinate Courts.

Module 3- Introduction and Basic Information about Legal System:

The Legal System: Sources of Law and the Court Structure: Enacted law -Acts of Parliament are of primary legislation, Common Law or Case law, Principles taken from decisions of judges constitute binding legal rules. The Court System in India and Foreign Courtiers (District Court, District Consumer Forum, Tribunals, High Courts, Supreme Court). Arbitration: As an alternative to resolving disputes in the normal courts, parties who are in dispute can agree that this will instead be referred to arbitration. Contract law, Tort, Law at workplace.

Module 4- Intellectual Property Laws and Regulation to Information:

Intellectual Property Laws: Introduction, Legal Aspects of Patents, Filing of Patent Applications, Rights from Patents, Infringement of Patents, Copyright and its Ownership, Infringement of Copyright, Civil Remedies for Infringement, Regulation to Information-Introduction, Right to Information Act, 2005, Information Technology Act, 2000, Electronic Governance, Secure Electronic Records and Digital Signatures, Digital Signature Certificates, Cyber Regulations Appellate Tribunal, Offences, Limitations of the Information Technology Act.

Module 5 -Business Organizations and E-Governance:

Sole Traders, Partnerships: Companies: The Company's Act: Introduction, Formation of a Company, Memorandum of Association, Articles of Association, Prospectus, Shares, Directors, General Meetings and Proceedings, Auditor, Winding up.

E-Governance and role of engineers in E-Governance, Need for reformed engineering serving at the Union and State level, Role of I.T. professionals in Judiciary, Problem of Alienation and Secessionism in few states creating hurdles in Industrial development.

Director
R.D. Engineering College
Duhai, Ghaziabad

COURSE OBJECTIVE:

- To acquaint the students with legacies of constitutional development in India and help those to understand the most diversified legal document of India and philosophy behind it.
- To make students aware of the theoretical and functional aspects of the Indian Parliamentary System.
- To channelize students' thinking towards basic understanding of the legal concepts and its implications for engineers.
- To acquaint students with latest intellectual property rights and innovation environment with related regulatory framework.
- To make students learn about role of engineering in business organizations and e-governance.

COURSE OUTCOME: At the end of the course, learners should be able to-

1. Identify and explore the basic features and modalities about Indian constitution.
2. Differentiate and relate the functioning of Indian parliamentary system at the center and state level.
3. Differentiate different aspects of Indian Legal System and its related bodies.
4. Discover and apply different laws and regulations related to engineering practices.
5. Correlate role of engineers with different organizations and governance models

Pedagogy: Lecture, Problem based learning, Group discussions, Visual media, Films, Documentaries, Debate forums.

Suggested Readings:

- Brij Kishore Sharma: *Introduction to the Indian Constitution*, 8th Edition, PHI Learning Pvt. Ltd.
- Granville Austin: *The Indian Constitution: Cornerstone of a Nation (Classic Reissue)*, Oxford University Press.
- S.G Subramanian: *Indian Constitution and Indian Polity*, 2nd Edition, Pearson Education 2020.
- Subhash C. Kashyap: *Our Constitution: An Introduction to India's Constitution and constitutional Law*, NBT, 2018.
- Madhav Khosla: *The Indian Constitution*, Oxford University Press.
- PM Bakshi: *The Constitution of India*, Latest Edition, Universal Law Publishing.
- V.K. Ahuja: *Law Relating to Intellectual Property Rights* (2007)
- Suresh T. Viswanathan: *The Indian Cyber Laws, Bharat Law House*, New Delhi-88
- P. Narayan: Intellectual Property Law, Eastern Law House, New Delhi
- Prabudh Ganguli: *Gearing up for Patents: The Indian Scenario*, Orient Longman.
- BL Wadehra: Patents, Trademarks, *Designs and Geological Indications Universal Law* Publishing - LexisNexis.
- *Intellectual Property Rights: Law and Practice, Module III* by ICSI (only relevant sections)
- Executive programme study material Company Law, Module II, by ICSI (The Institute of Companies Secretaries of India) (Only relevant sections i.e., Study 1, 4 and 36).https://www.icsi.edu/media/webmodules/publications/Company%20Law.pdf
- Handbook on e-Governance Project Lifecycle, Department of Electronics & Information Technology, Government of India, https://www.meity.gov.in/writereaddata/files/e-Governance_Project_Lifecycle_Participant_Handbook-5Day_CourseV1_20412.pdf
- Companies Act, 2013 Key highlights and analysis by PWC. https://www.pwc.in/assets/pdfs/publications/2013/companies-act-2013-key-highlights-and-analysis.pdf

Director
R.D. Engineering College
Duhai, Ghaziabad

INDIAN TRADITIONS, CULTURAL AND SOCIETY

L: T:P: 2: 0:0

Module 1- Society State and Polity in India

State in Ancient India: Evolutionary Theory, Force Theory, Mystical Theory Contract Theory, Stages of State Formation in Ancient India, Kingship , Council of Ministers Administration Political Ideals in Ancient India Conditions' of the Welfare of Societies, The Seven Limbs of the State, Society in Ancient India, Purusārtha, Varnāshrama System, Āshrama or the Stages of Life, Marriage, Understanding Gender as a social category, The representation of Women in Historical traditions, Challenges faced by Women. Four-class Classification, Slavery.

Module 2- Indian Literature, Culture, Tradition, and Practices

Evolution of script and languages in India: Harappan Script and Brahmi Script. The Vedas, the Upanishads, the Ramayana and the Mahabharata, Puranas, Buddhist And Jain Literature in Pali,Prakrit And Sanskrit, Kautilya's Arthashastra, Famous Sanskrit Authors, Telugu Literature, Kannada Literature,Malayalam Literature ,Sangama Literature Northern Indian Languages & Literature, Persian And Urdu ,Hindi Literature

Module 3- Indian Religion, Philosophy, and Practices

Pre-Vedic and Vedic Religion, Buddhism, Jainism, Six System Indian Philosophy, Shankaracharya, Various Philosophical Doctrines , Other Heterodox Sects, Bhakti Movement, Sufi movement, Socio religious reform movement of 19th century, Modern religious practices.

Module 4-Science, Management and Indian Knowledge System

Astronomy in India, Chemistry in India, Mathematics in India, Physics in India, Agriculture in India, Medicine in India ,Metallurgy in India, Geography, Biology, Harappan Technologies, Water Management in India, Textile Technology in India ,Writing Technology in India Pyrotechnics in India Trade in Ancient India/,India's Dominance up to Pre-colonial Times

Module 5- Cultural Heritage and Performing Arts

Indian Architect, Engineering and Architecture in Ancient India, Sculptures, Seals, coins, Pottery, Puppetry, Dance, Music, Theatre, drama, Painting, Martial Arts Traditions, Fairs and Festivals, Current developments in Arts and Cultural, Indian's Cultural Contribution to the World. Indian Cinema

COURSE OBJECTIVES:

- The course aims at imparting basic principles of thought process, reasoning and inference to identify the roots and details of some of the contemporary issues faced by our nation and try to locate possible solutions to these challenges by digging deep into our past.
- To enable the students to understand the importance of our surroundings and encourage the students to contribute towards sustainable development.
- To sensitize students towards issues related to 'Indian' culture, tradition and its composite character.

Director
R.D. Engineering College
Duhai, Ghaziabad

- To make students aware of holistic life styles of Yogic-science and wisdom capsules in Sanskrit literature that are important in modern society with rapid technological advancements and societal disruptions.
- To acquaint students with Indian Knowledge System, Indian perspective of modern scientific world-view and basic principles of Yoga and holistic health care system.

COURSE OUTCOMES: Ability to understand, connect up and explain basics of Indian Traditional knowledge modern scientific perspective.

Suggested Pedagogy for Teachers

- Project based learning
- Case studies
- Group discussion
- Presentations

Suggested Text & Reference Books

1. V. Sivaramakrishna (Ed.), *Cultural Heritage of India-Course Material*, Bharatiya Vidya Bhavan, Mumbai, 5th Edition, 2014
2. S. Baliyan, *Indian Art and Culture*, Oxford University Press, India
3. Swami Jitatmanand, *Modern Physics and Vedant*, Bharatiya Vidya Bhavan .
4. Romila Thapar, *Readings In Early Indian History* Oxford University Press , India
5. Fritz of Capra, Tao of Physics
6. Fritz of Capra, The wave of Life
7. V N Jha (English Translation), *Tarkasangraha of Annam Bhatta,* Inernational Chinmay Foundation,Velliarnad,Amaku,am
8. Yoga Sutra of Patanjali, Ramakrishna Mission, Kolkatta
9. GN Jha (Eng. Trans.) Ed. R N Jha, *Yoga-darshanam with Vyasa Bhashya*, Vidyanidhi Prakasham, Delhi,2016
10. RN Jha, Science of Consciousness Psychotherapy and Yoga Practices, Vidyanidhi Prakasham, Delhi, 2016
11. P R Sharma (English translation), Shodashang Hridayam
12. Basham, A.L., *The Wonder that was India* (34th impression), New Delhi, Rupa & co
13. Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*(fourth edition), Delhi, Motilal Banarsidass,

Director
R.D. Engineering College
Duhai, Ghaziabad

2020-21

B. Tech Mechanical Engineering
Evaluation Scheme

SEMESTER- V

Sl. No.	Code	Subject	Periods			Evaluation Scheme			End Semester		Total	Credits
			L	T	P	CT	TA	Total	PS	TE	PE	
1	KME 501	Heat and Mass Transfer	3	1	0	30	20	50		100		150	4
2	KME 502	Strength of Material	3	1	0	30	20	50		100		150	4
3	KME 503	Industrial Engineering	3	1	0	30	20	50		100		150	4
4		Departmental Elective-I	3	0	0	30	20	50		100		150	3
5		Departmental Elective-II	3	0	0	30	20	50		100		150	3
6	KME 551	Heat Transfer LAB	0	0	2				25		25	50	1
7	KME 552	Python Lab	0	0	2				25		25	50	1
8	KME 553	Internet of Things Lab	0	0	2				25		25	50	1
9	KME 554	Mini Project or Internship Assessment*	0	0	2				50			50	1
10	KNC501/ KNC502	Constitution of India, Law and Engineering / Indian Tradition, Culture and Society	2	0	0	15	10	25		50			NC
11	MOOCs (Essential for Hons. Degree)												
		Total	**17**	**3**	**6**							**950**	**22**

*The Mini Project or internship (4 - 5 weeks) conducted during summer break after IV semester and will be assessed during V semester.

SEMESTER- VI

Sl. No.	Code	Subject	Periods			Evaluation Scheme			End Semester		Total	Credits
			L	T	P	CT	TA	Total	PS	TE	PE	
1	KME 601	Refrigeration and Air Conditioning	3	1	0	30	20	50		100		150	4
2	KME 602	Machine Design	3	1	0	30	20	50		100		150	4
3	KME 603	Theory of Machine	3	1	0	30	20	50		100		150	4
4		Departmental Elective-III	3	0	0	30	20	50		100		150	3
5		Open Elective-I	3	0	0	30	20	50		100		150	3
6	KME 651	Refrigeration and Air Conditioning Lab	0	0	2				25		25	50	1
7	KME 652	Machine Design Lab	0	0	2				25		25	50	1
8	KME 653	Theory of Machine Lab	0	0	2				25		25	50	1
9	KNC601/ KNC602	Constitution of India, Law and Engineering / Indian Tradition, Culture and Society	2	0	0	15	10	25		50			NC
10		**Total**	**17**	**3**	**6**							**900**	**21**

Director
R.D. Engineering College
Duhai, Ghaziabad

SYLLABUS

1	KNC501/ KNC601	CONSTITUTION OF INDIA, LAW AND ENGINEERING

Director
R.D. Engineering College
Duhai, Ghaziabad

Module 1--Introduction and Basic Information about Indian Constitution:

Meaning of the constitution law and constitutionalism, Historical Background of the Constituent Assembly, Government of India Act of 1935 and Indian Independence Act of 1947,Enforcement of the Constitution, Indian Constitution and its Salient Features, The Preamble of the Constitution, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy, Parliamentary System, Federal System, Centre-State Relations, Amendment of the Constitutional Powers and Procedure, The historical perspectives of the constitutional amendments in India, Emergency Provisions: National Emergency, President Rule, Financial Emergency, and Local Self Government – Constitutional Scheme in India.

Module 2-Union Executive and State Executive:

Powers of Indian Parliament Functions of Rajya Sabha, Functions of Lok Sabha, Powers and Functions of the President, Comparison of powers of Indian President with the United States, Powers and Functions of the Prime Minister, Judiciary – The Independence of the Supreme Court, Appointment of Judges, Judicial Review, Public Interest Litigation, Judicial Activism, LokPal, Lok Ayukta, The Lokpal and Lok ayuktas Act 2013, State Executives – Powers and Functions of the Governor, Powers and Functions of the Chief Minister, Functions of State Cabinet, Functions of State Legislature, Functions of High Court and Subordinate Courts.

Module 3- Introduction and Basic Information about Legal System:

The Legal System: Sources of Law and the Court Structure: Enacted law -Acts of Parliament are of primary legislation, Common Law or Case law, Principles taken from decisions of judges constitute binding legal rules. The Court System in India and Foreign Courtiers (District Court, District Consumer Forum, Tribunals, High Courts, Supreme Court). Arbitration: As an alternative to resolving disputes in the normal courts, parties who are in dispute can agree that this will instead be referred to arbitration. Contract law, Tort, Law at workplace.

Module 4- Intellectual Property Laws and Regulation to Information:

Intellectual Property Laws: Introduction, Legal Aspects of Patents, Filing of Patent Applications, Rights from Patents, Infringement of Patents, Copyright and its Ownership, Infringement of Copyright, Civil Remedies for Infringement, Regulation to Information-Introduction, Right to Information Act, 2005, Information Technology Act, 2000, Electronic Governance, Secure Electronic Records and Digital Signatures, Digital Signature Certificates, Cyber Regulations Appellate Tribunal, Offences, Limitations of the Information Technology Act.

Module 5 -Business Organizations and E-Governance:

Sole Traders, Partnerships: Companies: The Company's Act: Introduction, Formation of a Company, Memorandum of Association, Articles of Association, Prospectus, Shares, Directors, General Meetings and Proceedings, Auditor, Winding up.

E-Governance and role of engineers in E-Governance, Need for reformed engineering serving at the Union and State level, Role of I.T. professionals in Judiciary, Problem of Alienation and Secessionism in few states creating hurdles in Industrial development.

Director
R.D. Engineering College
Duhai, Ghaziabad

COURSE OBJECTIVE:

- To acquaint the students with legacies of constitutional development in India and help those to understand the most diversified legal document of India and philosophy behind it.
- To make students aware of the theoretical and functional aspects of the Indian Parliamentary System.
- To channelize students' thinking towards basic understanding of the legal concepts and its implications for engineers.
- To acquaint students with latest intellectual property rights and innovation environment with related regulatory framework.
- To make students learn about role of engineering in business organizations and e-governance.

COURSE OUTCOME: At the end of the course, learners should be able to-

1. Identify and explore the basic features and modalities about Indian constitution.
2. Differentiate and relate the functioning of Indian parliamentary system at the center and state level.
3. Differentiate different aspects of Indian Legal System and its related bodies.
4. Discover and apply different laws and regulations related to engineering practices.
5. Correlate role of engineers with different organizations and governance models

Pedagogy: Lecture, Problem based learning, Group discussions, Visual media, Films, Documentaries, Debate forums.

Suggested Readings:

- Brij Kishore Sharma: *Introduction to the Indian Constitution*, 8th Edition, PHI Learning Pvt. Ltd.
- Granville Austin: *The Indian Constitution: Cornerstone of a Nation (Classic Reissue)*, Oxford University Press.
- S.G Subramanian: *Indian Constitution and Indian Polity*, 2nd Edition, Pearson Education 2020.
- Subhash C. Kashyap: *Our Constitution: An Introduction to India's Constitution and constitutional Law*, NBT, 2018.
- Madhav Khosla: *The Indian Constitution*, Oxford University Press.
- PM Bakshi: *The Constitution of India*, Latest Edition, Universal Law Publishing.
- V.K. Ahuja: *Law Relating to Intellectual Property Rights* (2007)
- Suresh T. Viswanathan: *The Indian Cyber Laws, Bharat Law House*, New Delhi-88
- P. Narayan: Intellectual Property Law, Eastern Law House, New Delhi
- Prabudh Ganguli: *Gearing up for Patents: The Indian Scenario*, Orient Longman.
- BL Wadehra: Patents, Trademarks, *Designs and Geological Indications Universal Law* Publishing - LexisNexis.
- *Intellectual Property Rights: Law and Practice, Module III* by ICSI (only relevant sections)
- Executive programme study material Company Law, Module II, by ICSI (The Institute of Companies Secretaries of India) (Only relevant sections i.e., Study 1, 4 and 36).https://www.icsi.edu/media/webmodules/publications/Company%20Law.pdf
- Handbook on e-Governance Project Lifecycle, Department of Electronics & Information Technology, Government of India, https://www.meity.gov.in/writereaddata/files/e-Governance_Project_Lifecycle_Participant_Handbook-5Day_CourseV1_20412.pdf
- Companies Act, 2013 Key highlights and analysis by PWC. https://www.pwc.in/assets/pdfs/publications/2013/companies-act-2013-key-highlights-and-analysis.pdf

Director
R.D. Engineering College
Duhai, Ghaziabad

Referred Case Studies:

- Keshavanand Bharati V. State of Kerala, AIR 1973 SC 1461.
- Maneka Gandhi V. Union of India AIR, 1978 SC 597.
- S.R. Bammai V. Union of India, AIR 1994 SC 1918.
- Kuldip Nayyar V. Union of India, AIR 2006 SC312.
- A.D.M. Jabalpur V. ShivkantShakla, AIR 1976 SC1207.
- Remshwar Prasad V. Union of India, AIR 2006 SC980.
- Keshav Singh in re, AIR 1965 SC 745.
- Union of India V. Talsiram, AIR 1985 SC 1416.
- Atiabari Tea Estate Co.V. State of Assam, AIR 1961SC232.
- SBP & Co. Vs. Patel Engg. Ltd. 2005 (8) SCC 618.
- Krishna Bhagya Jala Nigam Ltd. Vs. G. Arischandra Reddy (2007) 2 SCC 720.
- Oil & Natural Gas Corporation Vs. Saw Pipes Ltd. 2003 (4) SCALE 92 – 185.

**** (Other relevant case studies can be consulted by the teacher as per the topic).**

Prescribed Legislations:

1. Information Technology Act, 2000 with latest amendments.
2. RTI Act 2005 with latest amendments.
3. Information Technology Rules, 2000
4. Cyber Regulation Appellate Tribunal Rules, 2000

Suggested aid for Students and Pedagogic purpose

- RSTV debates on corporate law, IPR and patent issues
- NPTEL lectures on IPR and patent rights

Episodes of 10 -part mini TV series "Samvidhan: The Making of Constitution of India" by RSTV.

Director
R.D. Engineering College
Duhai, Ghaziabad

SYLLABUS

2	KNC502/ KNC602	INDIAN TRADITION, CULTURE AND SOCIETY

Director
R.D. Engineering College
Duhai, Ghaziabad

INDIAN TRADITIONS, CULTURAL AND SOCIETY

L: T:P: 2: 0:0

Module 1- Society State and Polity in India

State in Ancient India: Evolutionary Theory, Force Theory, Mystical Theory Contract Theory, Stages of State Formation in Ancient India, Kingship , Council of Ministers Administration Political Ideals in Ancient India Conditions' of the Welfare of Societies, The Seven Limbs of the State, Society in Ancient India, Purusārtha, Varnāshrama System, Āshrama or the Stages of Life, Marriage, Understanding Gender as a social category, The representation of Women in Historical traditions, Challenges faced by Women. Four-class Classification, Slavery.

Module 2- Indian Literature, Culture, Tradition, and Practices

Evolution of script and languages in India: Harappan Script and Brahmi Script. The Vedas, the Upanishads, the Ramayana and the Mahabharata, Puranas, Buddhist And Jain Literature in Pali,Prakrit And Sanskrit, Kautilya's Arthashastra, Famous Sanskrit Authors, Telugu Literature, Kannada Literature,Malayalam Literature ,Sangama Literature Northern Indian Languages & Literature, Persian And Urdu ,Hindi Literature

Module 3- Indian Religion, Philosophy, and Practices

Pre-Vedic and Vedic Religion, Buddhism, Jainism, Six System Indian Philosophy, Shankaracharya, Various Philosophical Doctrines , Other Heterodox Sects, Bhakti Movement, Sufi movement, Socio religious reform movement of 19th century, Modern religious practices.

Module 4-Science, Management and Indian Knowledge System

Astronomy in India, Chemistry in India, Mathematics in India, Physics in India, Agriculture in India, Medicine in India ,Metallurgy in India, Geography, Biology, Harappan Technologies, Water Management in India, Textile Technology in India ,Writing Technology in India Pyrotechnics in India Trade in Ancient India/,India's Dominance up to Pre-colonial Times

Module 5- Cultural Heritage and Performing Arts

Indian Architect, Engineering and Architecture in Ancient India, Sculptures, Seals, coins, Pottery, Puppetry, Dance, Music, Theatre, drama, Painting, Martial Arts Traditions, Fairs and Festivals, Current developments in Arts and Cultural, Indian's Cultural Contribution to the World. Indian Cinema

COURSE OBJECTIVES:

- The course aims at imparting basic principles of thought process, reasoning and inference to identify the roots and details of some of the contemporary issues faced by our nation and try to locate possible solutions to these challenges by digging deep into our past.
- To enable the students to understand the importance of our surroundings and encourage the students to contribute towards sustainable development.
- To sensitize students towards issues related to 'Indian' culture, tradition and its composite character.

Director
R.D. Engineering College
Duhai, Ghaziabad

- To make students aware of holistic life styles of Yogic-science and wisdom capsules in Sanskrit literature that are important in modern society with rapid technological advancements and societal disruptions.
- To acquaint students with Indian Knowledge System, Indian perspective of modern scientific world-view and basic principles of Yoga and holistic health care system.

COURSE OUTCOMES: Ability to understand, connect up and explain basics of Indian Traditional knowledge modern scientific perspective.

Suggested Pedagogy for Teachers

- Project based learning
- Case studies
- Group discussion
- Presentations

Suggested Text & Reference Books

1. V. Sivaramakrishna (Ed.), *Cultural Heritage of India-Course Material*, Bharatiya Vidya Bhavan, Mumbai, 5th Edition, 2014
2. S. Baliyan, *Indian Art and Culture*, Oxford University Press, India
3. Swami Jitatmanand, *Modern Physics and Vedant*, Bharatiya Vidya Bhavan
4. Romila Thapar, *Readings In Early Indian History* Oxford University Press , India
5. Fritz of Capra, Tao of Physics
6. Fritz of Capra, The wave of Life
7. V N Jha (English Translation), *Tarkasangraha of Annam Bhatta,* Inernational Chinmay Foundation,Velliarnad,Amaku,am
8. Yoga Sutra of Patanjali, Ramakrishna Mission, Kolkatta
9. GN Jha (Eng. Trans.) Ed. R N Jha, *Yoga-darshanam with Vyasa Bhashya*, Vidyanidhi Prakasham, Delhi,2016
10. RN Jha, Science of Consciousness Psychotherapy and Yoga Practices, Vidyanidhi Prakasham, Delhi, 2016
11. P R Sharma (English translation), Shodashang Hridayam
12. Basham, A.L., *The Wonder that was India* (34th impression), New Delhi, Rupa & co
13. Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*(fourth edition), Delhi, Motilal Banarsidass,

Director
R.D. Engineering College
Duhai, Ghaziabad

2020-21

MBA 1st Year Course Structure in accordance with AICTE Model Curriculum Effective w.e.f. Academic Session 2020-21

Semester I

SN	Codes	SUBJECT	PERIODS			INTERNAL EVALUATION SCHEME				END SEMESTER EVALUATION		TOTAL	CREDIT
			L	T	P	CT	TA	PS	TOTAL	TE	PE		
1	KMBN101	MANAGEMENT CONCEPTS & ORGANISATIONAL BEHAVIOUR	4	0	0	30	20	0	50	100	0	150	3
2	KMBN102	MANAGERIAL ECONOMICS	4	0	0	30	20	0	50	100	0	150	3
3	KMBN103	FINANCIAL ACCOUNTING & ANALYSIS	3	1	0	30	20	0	50	100	0	150	3
4	KMBN104	BUSINESS STATISTICS & ANALYTICS	3	1	0	30	20	0	50	100	0	150	3
5	KMBN105	MARKETING MANAGEMENT	4	0	0	30	20	0	50	100	0	150	3
6	KMBN106	DESIGN THINKING	2	0	0	15	10	0	25	50		75	2
7	KMBN107	BUSINESS COMMUNICATION	3	1	0	30	20	0	50	100	0	150	3
		LAB / PRACTICALS											
8	KMBN151	IT SKILLS LAB -1	0	0	3	0		50	50	-	100	150	3
9	KMBN152	MINI PROJECT -1	0	0	3	0	0	25	25	0	50	75	3
												1200	26

Director
R.D. Engineering College
Duhai, Ghaziabad

2020-21.

SEMESTER IV										
S. No.	**Code**	**Course Title**	**Evaluation Scheme**							**Credit**
			Sessional Exams							
			L	**T**	**P**	**CT**	**TA**	**Total**	**ESE**	**Total**
1	KMB401	Project Management	4	0	0	30	20	50	100	150	3
2	KMB402	Entrepreneurship Development	4	0	0	30	20	50	100	150	3
3	KVE401	Universal Human Values and Professional Ethics	4	0	0	30	20	50	100	150	3
4		Specialization Group -1 Elective 4*	4	0	0	30	20	50	100	150	3
5		Specialization Group -1 Elective 5*	4	0	0	30	20	50	100	150	3
6		Specialization Group -2 Elective 3*	4	0	0	30	20	50	100	150	3
7	KMB405	Research Project Report and Viva Voce	4	0	0	0	0	100	200	300	6
		TOTAL							**800**	**1200**	**24**

Director
R.D. Engineering College
Duhai, Ghaziabad

2020-21.

KVE401	Universal Human Values and Professional Ethics	L	T	P	C
		3	0	0	3

Objectives:

1. To help students distinguish between values and skills, and understand the need, basic guidelines, content and process of value education.
2. To help students initiate a process of dialog within themselves to know what they 'really want to be' in their life and profession
3. To help students understand the meaning of happiness and prosperity for a human being.
4. To facilitate the students to understand harmony at all the levels of human living, and live accordingly.
5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life

Course Outcome:

On completion of this course, the students will be able to

1. Understand the significance of value inputs in a classroom, distinguish between values and skills, understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperity and do a correct appraisal of the current scenario in the society
2. Distinguish between the Self and the Body, understand the meaning of Harmony in the Self the Co-existence of Self and Body.
3. Understand the value of harmonious relationship based on trust, respect and other naturally acceptable feelings in human-human relationships and explore their role in ensuring a harmonious society
4. Understand the harmony in nature and existence, and work out their mutually fulfilling participation in the nature.
5. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

Catalogue Description

Every human being has two sets of questions to answer for his life: a) what to do? and, b) how to do?. The first set pertains to the value domain, and the other to the skill domain. Both are complimentary, but value domain has a higher priority. Today, education has become more and more skill biased, and hence, the basic aspiration of a human being, that is to live with happiness and prosperity, gets defeated, in spite of abundant technological progress. This course is aimed at giving inputs that will help to ensure the right understanding and right feelings in the students in their life and profession, enabling them to lead an ethical life. In this course, the students learn the process of self-exploration, the difference between the Self and the Body, the naturally acceptable feelings in relationships in a family, the comprehensive human goal in the society, the mutual fulfillment in the nature and the co-existence in existence. As a natural outcome of such inputs, they are able to evaluate an ethical life and profession ahead.

UNIT-1 **Course Introduction - Need, Basic Guidelines, Content and Process for Value Education**

Understanding the need, basic guidelines, content and process for Value Education, Self-Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration, Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority, Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario, Method to fulfill the above human aspirations: understanding and living in harmony at various levels.

UNIT-2 **Understanding Harmony in the Human Being - Harmony in Myself**

Understanding human being as a co-existence of the sentient 'I' and the material 'Body', Understanding the needs of Self ('I') and 'Body' - Sukh and Suvidha, Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer), Understanding the characteristics and activities of 'I' and harmony in 'I', Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail, Programs to ensure Sanyam and Swasthya.

UNIT-3 **Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**

Understanding harmony in the Family- the basic unit of human interaction , Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*; Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship, Understanding the meaning of *Vishwas*; Difference between intention and competence, Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship, Understanding the harmony in the society (society being an extension of family): *Samadhan*, *Samridhi*, *Abhay*, *Sah-astitva* as comprehensive Human Goals, Visualizing a universal harmonious order in society- Undivided Society (*AkhandSamaj*), Universal Order (*SarvabhaumVyawastha*)- from family to world family!.

UNIT-4 **Understanding Harmony in the Nature and Existence - Whole existence as Co-existence**

Understanding the harmony in the Nature, Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature, Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.

UNIT-5 **Implications of the above Holistic Understanding of Harmony on Professional Ethics**

Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Competence in Professional Ethics: a) Ability to utilize the professional competence for augmenting universal human order, b) Ability to identify the scope and characteristics of people-friendly and eco-friendly

Director
R.D. Engineering College
Duhai, Ghaziabad

production systems, technologies and management models, Case studies of typical holistic technologies, management models and production systems, Strategy for transition from the present state to Universal Human Order: a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers, b) At the level of society: as mutually enriching institutions and organizations.

Text Books:

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

References:

1. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA
2. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
4. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
5. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
6. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
7. A N Tripathy, 2003, Human Values, New Age International Publishers.
8. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
9. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers , Oxford University Press
10. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
11. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

Mode of Evaluation:

Assignment/ Seminar/Continuous Assessment Test/Semester End Exam

Director
R.D. Engineering College
Duhai, Ghaziabad

MCA (MASTER OF COMPUTER APPLICATION)
MCA FIRST YEAR, 2020-21

SEMESTER-I

S.No.	Subject Code	Subject Name	Periods			Sessional			ESE	Total	Credit
			L	T	P	CT	TA	Total			
1.	KCA101	Fundamental of Computers & Emerging Technologies	3	0	0	30	20	50	100	150	3
2.	KCA102	Problem Solving using C	3	1	0	30	20	50	100	150	4
3.	KCA103	Principles of Management & Communication	3	0	0	30	20	50	100	150	3
4.	KCA104	Discrete Mathematics	3	0	0	30	20	50	100	150	3
5.	KCA105	Computer Organization & Architecture	3	1	0	30	20	50	100	150	4
6.	KCA151	Problem Solving using C **Lab**	0	0	4	30	20	50	50	100	2
7.	KCA152	Computer Organization & Architecture **Lab**	0	0	3	30	20	50	50	100	2
8.	KCA153	Professional Communication **Lab**	0	0	2	30	20	50	50	100	2
		Total								**1050**	**23**

CT: Class Test **TA**: Teacher Assessment **L/T/P**: Lecture/ Tutorial/ Practical

SEMESTER-II

S.No.	Subject Code	Subject Name	Periods			Sessional			ESE	Total	Credit
			L	T	P	CT	TA	Total			
1.	KCA201	Theory of Automata & Formal Languages	3	0	0	30	20	50	100	150	3
2.	KCA202	Object Oriented Programming	3	1	0	30	20	50	100	150	4
3.	KCA203	Operating Systems	3	0	0	30	20	50	100	150	3
4.	KCA204	Database Management Systems	3	0	0	30	20	50	100	150	3
5.	KCA205	Data Structures & Analysis of Algorithms	3	1	0	30	20	50	100	150	4
6.	KCAA01	Cyber Security*	2	0	0	30	20	50	100	150	0
7.	KCA251	Object Oriented Programming **Lab**	0	0	3	30	20	50	50	100	2
8.	KCA252	DBMS **Lab**	0	0	3	30	20	50	50	100	2
9.	KCA253	Data Structures & Analysis of Algorithms **Lab**	0	0	4	30	20	50	50	100	2
		Total								**1200**	**23**

CT: Class Test **TA**: Teacher Assessment **L/T/P**: Lecture/ Tutorial/ Practical

*** Qualifying Non-credit Course**

Director
R.D. Engineering College
Duhai, Ghaziabad

KCA103 : Principles of Management & Communication		
Course Outcome (CO)		**Bloom's Knowledge Level (KL)**
At the end of course , the student will be able to		
CO 1	Describe primary features, processes and principles of management.	K_1, K_2
CO 2	Explain functions of management in terms of planning, decision making and organizing.	K_3, K_4
CO 3	Illustrate key factors of leadership skill in directing and controlling business resources and processes.	K_5, K_6
CO 4	Exhibit adequate verbal and non-verbal communication skills	K_1, K_3
CO 5	Demonstrate effective discussion, presentation and writing skills.	K_3, K_5
DETAILED SYLLABUS		**3-0-0**
Unit	**Topic**	**Proposed Lecture**
I	**Management**: Need, Scope, Meaning and Definition. The process of Management, Development of Management thought F.W. Taylor and Henry Fayol, Horothorne Studies, Qualities of an Efficient Management.	**08**
II	**Planning & Organising:** Need, Scope and Importance of Planning, Steps in planning, Decision making model. Organising need and Importance, Organisational Design, Organisational structure, centralisation and Decentralisation, Deligation.	**08**
III	**Directing & Controlling:** Motivation—Meaning, Importance, need.Theories of Motivation, Leadership—meaning, need and importance, leadership style, Qualities of effective leader, principles of directing, Basic control process, Different control Techniques.	**08**
IV	**Introduction to Communication:** What is Communication, Levels of communication, Barriers to communication, Process of Communication, Non-verbal Communication, The flow of Communication: Downward, Upward, Lateral or Horizontal (Peer group) Communication, Technology Enabled communication, Impact of Technology, Selection of appropriate communication Technology, Importance of Technical communication.	**08**
V	**Business letters :** Sales & Credit letters; Claim and Adjustment Letters; Job application and Resumes. **Reports:** Types; Structure, Style & Writing of Reports. **Technical Proposal:** Parts; Types; Writing of Proposal; Significance. Nuances of Delivery; Body Language; Dimensions of Speech: Syllable; Accent; Pitch; Rhythm; Intonation; Paralinguistic features of voice; Communication skills, Presentation strategies, Group Discussion; Interview skills; Workshop; Conference; Seminars.	**08**

Suggested Readings:

1. P.C. Tripathi, P.N. Reddy, "Principles of Management", McGraw Hill Education 6th Edition.
2. C. B. Gupta, "Management Principles and Practice", Sultan Chand & Sons 3rd edition.
3. T.N.Chhabra, "Business Communication", Sun India Publication.
4. V.N.Arora and Laxmi Chandra, "Improve Your Writing", Oxford Univ. Press, 2001, New Delhi.
5. Madhu Rani and SeemaVerma, "Technical Communication: A Practical Approach", Acme Learning, New Delhi-2011.
6. Meenakshi Raman &Sangeeta Sharma, "Technical Communication- Principles and Practices", Oxford Univ. Press, 2007, New Delhi.
7. Koontz Harold &Weihrich Heinz, "Essentials of Management", McGraw Hill 5thEdition 2008.
8. Robbins and Coulter, "Management", Prentice Hall of India, 9th edition.
9. James A. F., Stoner, "Management", Pearson Education Delhi.
10. P.D.Chaturvedi, "Business Communication", Pearson Education.

Director
R.D. Engineering College
Duhai, Ghaziabad

KCA153 : PROFESSIONAL COMMUNICATION LAB		
Course Outcome (CO)		**Bloom's Knowledge Level (KL)**
At the end of course , the student will be able to		
CO1	Develop the ability to work as a team member as an integral activity in the workplace.	K_3
CO2	Increase confidence in their ability to read, comprehend, organize, and retain written information. Improve reading fluency.	K_4
CO3	Write coherent speech outlines that demonstrate their ability to use organizational formats with a specific purpose; Deliver effective speeches that are consistent with and appropriate for the audience and purpose.	K_5,K_6
CO4	Develop proper listening skills; articulate and enunciate words and sentences clearly and efficiently.	K_3
CO5	Show confidence and clarity in public speaking projects; be schooledin preparation and research skills for oral presentations.	K_5

1. Group Discussion: participating in group discussions- understanding group dynamics.
2. GD strategies-activities to improve GD skills. Practical based on Accurate and Current Grammatical Patterns.
3. Interview Etiquette-dress code, body language attending job interview – Telephone/Skype interview one to one interview &Panel interview.
4. Communication Skills for Seminars/Conferences/Workshops with emphasis on Paralinguistic/ Kinesics, practicing word stress, rhythm in sentences, weak forms, intonation.
5. Oral Presentation Skills for Technical Paper/Project Reports/ Professional Reports based on proper Stress and Intonation Mechanics voice modulation ,Audience Awareness, Presentation plan visual aids.
6. Speaking:-Fluency & Accuracy in speech- positive thinking, Improving Self expression Developing persuasive speaking skills, pronunciation practice (for accept neutralization) particularly of problem sounds, in isolated words as well as sentences.
7. Individual Speech Delivery/Conferences with skills to defend Interjections/Quizzes.
8. Argumentative Skills/Role Play Presentation with Stress and Intonation.
9. Comprehension Skills based on Reading and Listening Practical's on a model Audio-Visual Usage.

Director
Engineering College
Duhai, Ghaziabad

2020-21

B.Tech. (Mechanical Engineering)

SEMESTER- III

Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KOE031-38/ KAS302	Engg. Science Course/Maths IV	3	1	0	30	20	50		100		150	4
2	KAS301/ KVE301	Technical Communication/Universal Human Values	2 3	1 0	0 0	30	20	50		100		150	3
3	KME301	Thermodynamics	3	1	0	30	20	50		100		150	4
4	KME302	Fluid Mechanics & Fluid Machines	3	1	0	30	20	50		100		150	4
5	KME303	Materials Engineering	3	0	0	30	20	50		100		150	3
6	KME351	Fluid Mechanics Lab	0	0	2				25		25	50	1
7	KME352	Material Testing Lab	0	0	2				25		25	50	1
8	KME353	Computer Aided Machine Drawing-I Lab	0	0	2				25		25	50	1
9	KME354	Mini Project or Internship Assessment*	0	0	2			50				50	1
10	KNC301/ KNC302	Computer System Security/Python Programming	2	0	0	15	10	25		50			0
11		MOOCs (Essential for Hons. Degree)											
		Total										**950**	**22**

*The Mini Project or internship (3-4 weeks) conducted during summer break after II semester and will be assessed during III semester.

SEMESTER- IV

Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KAS402/ KOE041-48	Maths IV/Engg. Science Course	3	1	0	30	20	50		100		150	4
2	KVE401/ KAS401	Universal Human Values/Technical Communication	3 2	0 1	0 0	30	20	50		100		150	3
3	KME401	Applied Thermodynamics	3	0	0	30	20	50		100		150	3
4	KME402	Engineering Mechanics	3	1	0	30	20	50		100		150	4
5	KME403	Manufacturing Processes	3	1	0	30	20	50		100		150	4
6	KME451	Applied Thermodynamics Lab	0	0	2				25		25	50	1
7	KME452	Manufacturing Processes Lab	0	0	2				25		25	50	1
8	KME453	Computer Aided Machine Drawing-II Lab	0	0	2				25		25	50	1
9	KNC402/ KNC401	Python Programming / Computer System Security	2	0	0	15	10	25		50			0
10		MOOCs (Essential for Hons. Degree)											
		Total										**900**	**21**

Director
R.D. Engineering College
Duhai, Ghaziabad

KVE401	Universal Human Values and Professional Ethics	L	T	P	C
		3	0	0	3

Objectives:

1. To help students distinguish between values and skills, and understand the need, basic guidelines, content and process of value education.
2. To help students initiate a process of dialog within themselves to know what they 'really want to be' in their life and profession
3. To help students understand the meaning of happiness and prosperity for a human being.
4. To facilitate the students to understand harmony at all the levels of human living, and live accordingly.
5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life

Course Outcome:

On completion of this course, the students will be able to

1. Understand the significance of value inputs in a classroom, distinguish between values and skills, understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperity and do a correct appraisal of the current scenario in the society
2. Distinguish between the Self and the Body, understand the meaning of Harmony in the Self the Co-existence of Self and Body.
3. Understand the value of harmonious relationship based on trust, respect and other naturally acceptable feelings in human-human relationships and explore their role in ensuring a harmonious society
4. Understand the harmony in nature and existence, and work out their mutually fulfilling participation in the nature.
5. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

Catalogue Description

Every human being has two sets of questions to answer for his life: a) what to do? and, b) how to do?. The first set pertains to the value domain, and the other to the skill domain. Both are complimentary, but value domain has a higher priority. Today, education has become more and more skill biased, and hence, the basic aspiration of a human being, that is to live with happiness and prosperity, gets defeated, in spite of abundant technological progress. This course is aimed at giving inputs that will help to ensure the right understanding and right feelings in the students in their life and profession, enabling them to lead an ethical life. In this course, the students learn the process of self-exploration, the difference between the Self and the Body, the naturally acceptable feelings in relationships in a family, the comprehensive human goal in the society, the mutual fulfillment in the nature and the co-existence in existence. As a natural outcome of such inputs, they are able to evaluate an ethical life and profession ahead.

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT-1 **Course Introduction - Need, Basic Guidelines, Content and Process for Value Education**

Understanding the need, basic guidelines, content and process for Value Education, Self-Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration, Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority, Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario, Method to fulfill the above human aspirations: understanding and living in harmony at various levels.

UNIT-2 **Understanding Harmony in the Human Being - Harmony in Myself**

Understanding human being as a co-existence of the sentient 'I' and the material 'Body', Understanding the needs of Self ('I') and 'Body' - Sukh and Suvidha, Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer), Understanding the characteristics and activities of 'I' and harmony in 'I', Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail, Programs to ensure Sanyam and Swasthya.

UNIT-3 **Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**

Understanding harmony in the Family- the basic unit of human interaction , Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*; Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship, Understanding the meaning of *Vishwas*; Difference between intention and competence, Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship, Understanding the harmony in the society (society being an extension of family): *Samadhan*, *Samridhi*, *Abhay*, *Sah-astitva* as comprehensive Human Goals, Visualizing a universal harmonious order in society- Undivided Society (*AkhandSamaj*), Universal Order (*SarvabhaumVyawastha*)- from family to world family!.

UNIT-4 **Understanding Harmony in the Nature and Existence - Whole existence as Co-existence**

Understanding the harmony in the Nature, Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature, Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.

UNIT-5 **Implications of the above Holistic Understanding of Harmony on Professional Ethics**

Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Competence in Professional Ethics: a) Ability to utilize the professional competence for augmenting universal human order, b) Ability to identify the scope and characteristics of people-friendly and eco-friendly

Director
R.D. Engineering College
Duhai, Ghaziabad

production systems, technologies and management models, Case studies of typical holistic technologies, management models and production systems, Strategy for transition from the present state to Universal Human Order: a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers, b) At the level of society: as mutually enriching institutions and organizations.

Text Books:

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

References:

1. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA
2. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
4. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
5. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
6. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
7. A N Tripathy, 2003, Human Values, New Age International Publishers.
8. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
9. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers , Oxford University Press
10. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
11. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

Mode of Evaluation:

Assignment/ Seminar/Continuous Assessment Test/Semester End Exam

Director
R.D. Engineering College
Duhai, Ghaziabad

Technical Communication
(KAS301/401)
(Effective from the session 2019-20)

L T P
2 1 0

Unit -1 Fundamentals of Technical Communication:
Technical Communication: Features; Distinction between General and Technical Communication; Language as a tool of Communication; Dimensions of Communication: Reading & comprehension; Technical writing: sentences; Paragraph; Technical style: Definition, types & Methods; The flow of Communication: Downward; upward, Lateral or Horizontal; Barriers to Communication.

Unit - II Forms of Technical Communication:
Technical Report: Definition & importance; Thesis/Project writing: structure & importance; synopsis writing: Methods; Technical research Paper writing: Methods & style; Seminar & Conference paper writing; Expert Technical Lecture: Theme clarity; Analysis & Findings; 7 Cs of effective business writing: concreteness, completeness, clarity, conciseness, courtesy, correctness, consideration, C.V./Resume writing; Technical Proposal: Types, Structure & Draft.

Unit - III Technical Presentation: Strategies & Techniques
Presentation: Forms; interpersonal Communication; Class room presentation; style; method; Individual conferencing: essentials: Public Speaking: method; Techniques: Clarity of substance; emotion; Humour; Modes of Presentation; Overcoming Stage Fear; Audience Analysis & retention of audience interest; Methods of Presentation: Interpersonal; Impersonal; Audience Participation: Quizzes & Interjections.

Unit - IV Technical Communication Skills:
Interview skills; Group Discussion: Objective & Method; Seminar/Conferences Presentation skills: Focus; Content; Style; Argumentation skills: Devices: Analysis; Cohesion & Emphasis; Critical thinking; Nuances: Exposition narration & Description; effective business communication competence: Grammatical; Discourse competence: combination of expression & conclusion; Socio-linguistic competence: Strategic competence: Solution of communication problems with verbal and non verbal means.

Unit - V Dimensions of Oral Communication & Voice Dynamics:
Code and Content; Stimulus & Response; Encoding process; Decoding process; Pronunciation Etiquette; Syllables; Vowel sounds; Consonant sounds; Tone: Rising tone; Falling Tone; Flow in Speaking; Speaking with a purpose; Speech & personality; Professional Personality Attributes: Empathy; Considerateness; Leadership; Competence.

Reference Books

1. Technical Communication – Principles and Practices by Meenakshi Raman & Sangeeta Sharma, Oxford Univ. Press, 2007, New Delhi.
2. Personality Development and Soft Skills by Barun K. Mitra, OUP, 2012, New Delhi.
3. Spoken English- A Manual of Speech and Phonetics by R.K.Bansal & J.B.Harrison, Orient Blackswan, 2013, New Delhi.
4. Business Correspondence and Report Writing by Prof. R.C. Sharma & Krishna Mohan, Tata McGraw Hill & Co. Ltd., 2001, New Delhi.
5. Practical Communication: Process and Practice by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2014, Delhi.

Director
R.E.C. Engineering College
Dunai, Ghaziabad

2019-20					
B.TECH I YEAR	B.Tech (All Branches)	PROFESSIONAL ENGLISH	KAS-204	2	2019-20
10	B.Tech(CS)	Technical Communication	KAS301	3	2019-20
10	B.Tech(CS)	Universal Human Values	KVE401	4	2019-20
10	B.Tech(CS)	INDUSTRIAL SOCIOOLOGY	RAS602	6	2019-20
13	B.TECH(IT)	Technical Communication	KAS301	3	2019-20
13	B.TECH(IT)	Universal Human Values	KVE401	4	2019-20
13	B.TECH(IT)	INDUSTRIAL SOCIOOLOGY	RAS602	6	2019-20
31	B.TECH(ECE)	CYBER SECURITY	RUC501	5	2019-20
31	B.TECH(ECE)	Technical Communication	KAS401	4	2019-20
31	B.TECH(ECE)	Universal Human Values	KVE 301	3	2019-20
31	B.TECH(ECE)	INDUSTRIAL SOCIOOLOGY	RAS502	5	2019-20
40	B.Tech(ME)	Technical Communication	KAS401	4	2019-20
40	B.Tech(ME)	Universal Human Values	KVE 301	3	2019-20
40	B.Tech(ME)	INDUSTRIAL SOCIOOLOGY	RAS502	5	2019-20
40	B.Tech(ME)	CYBER SECURITY	RUC501	6	2019-20
0	B.Tech(CIVIL)	Technical Communication	KAS301	3	2019-20
0	B.Tech(CIVIL)	Universal Human Values	KVE401	4	2019-20
0	B.Tech(CIVIL)	INDUSTRIAL SOCIOOLOGY	RAS602	6	2019-20
0	B.Tech(CIVIL)	CYBER SECURITY	RUC601	6	2019-20
70	MBA	BUSINESS COMMUNICATION	KMB107	1	2019-20
70	MBA	Universal Human Values and Professional Ethics	KVE401	4	2019-20
14	MCA	Professional Communication	RCA105	1	2019-20
14	MCA	Human Values & Professional Ethics	RHU001	2	2019-20

Director
R.D. Engineering College
Duhai, Ghaziabad

2019-20

SEMESTER IV										
S. No.	**Code**	**Course Title**	**Evaluation Scheme**							**Credit**
			Sessional Exams							
			L	**T**	**P**	**CT**	**TA**	**Total**	**ESE**	**Total**
1	KMB401	Project Management	4	0	0	30	20	50	100	150	3
2	KMB402	Entrepreneurship Development	4	0	0	30	20	50	100	150	3
3	KVE401	Universal Human Values and Professional Ethics	4	0	0	30	20	50	100	150	3
4		Specialization Group -1 Elective 4*	4	0	0	30	20	50	100	150	3
5		Specialization Group -1 Elective 5*	4	0	0	30	20	50	100	150	3
6		Specialization Group -2 Elective 3*	4	0	0	30	20	50	100	150	3
7	KMB405	Research Project Report and Viva Voce	4	0	0	0	0	100	200	300	6
		TOTAL							**800**	**1200**	**24**

Director
R.D. Engineering College
Duhai, Ghaziabad

2019-20

KVE401 **Universal Human Values and Professional Ethics**

L	T	P	C
3	0	0	3

Objectives:

1. To help students distinguish between values and skills, and understand the need, basic guidelines, content and process of value education.
2. To help students initiate a process of dialog within themselves to know what they 'really want to be' in their life and profession
3. To help students understand the meaning of happiness and prosperity for a human being.
4. To facilitate the students to understand harmony at all the levels of human living, and live accordingly.
5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life

Course Outcome:

On completion of this course, the students will be able to

1. Understand the significance of value inputs in a classroom, distinguish between values and skills, understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperity and do a correct appraisal of the current scenario in the society
2. Distinguish between the Self and the Body, understand the meaning of Harmony in the Self the Co-existence of Self and Body.
3. Understand the value of harmonious relationship based on trust, respect and other naturally acceptable feelings in human-human relationships and explore their role in ensuring a harmonious society
4. Understand the harmony in nature and existence, and work out their mutually fulfilling participation in the nature.
5. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

Catalogue Description

Every human being has two sets of questions to answer for his life: a) what to do? and, b) how to do?. The first set pertains to the value domain, and the other to the skill domain. Both are complimentary, but value domain has a higher priority. Today, education has become more and more skill biased, and hence, the basic aspiration of a human being, that is to live with happiness and prosperity, gets defeated, in spite of abundant technological progress. This course is aimed at giving inputs that will help to ensure the right understanding and right feelings in the students in their life and profession, enabling them to lead an ethical life. In this course, the students learn the process of self-exploration, the difference between the Self and the Body, the naturally acceptable feelings in relationships in a family, the comprehensive human goal in the society, the mutual fulfillment in the nature and the co-existence in existence. As a natural outcome of such inputs, they are able to evaluate an ethical life and profession ahead.

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT-1

Course Introduction - Need, Basic Guidelines, Content and Process for Value Education

Understanding the need, basic guidelines, content and process for Value Education, Self-Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration, Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority, Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario, Method to fulfill the above human aspirations: understanding and living in harmony at various levels.

UNIT-2

Understanding Harmony in the Human Being - Harmony in Myself

Understanding human being as a co-existence of the sentient 'I' and the material 'Body', Understanding the needs of Self ('I') and 'Body' - Sukh and Suvidha, Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer), Understanding the characteristics and activities of 'I' and harmony in 'I', Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail, Programs to ensure Sanyam and Swasthya.

UNIT-3

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

Understanding harmony in the Family- the basic unit of human interaction , Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*; Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship, Understanding the meaning of *Vishwas*; Difference between intention and competence, Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship, Understanding the harmony in the society (society being an extension of family): *Samadhan, Samridhi, Abhay, Sah-astitva* as comprehensive Human Goals, Visualizing a universal harmonious order in society- Undivided Society (*AkhandSamaj*), Universal Order (*SarvabhaumVyawastha*)- from family to world family!.

UNIT-4

Understanding Harmony in the Nature and Existence - Whole existence as Co-existence

Understanding the harmony in the Nature, Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature, Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.

UNIT-5

Implications of the above Holistic Understanding of Harmony on Professional Ethics

Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Competence in Professional Ethics: a) Ability to utilize the professional competence for augmenting universal human order, b) Ability to identify the scope and characteristics of people-friendly and eco-friendly

Director
R.D. Engineering College
Duhai, Ghaziabad

production systems, technologies and management models, Case studies of typical holistic technologies, management models and production systems, Strategy for transition from the present state to Universal Human Order: a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers, b) At the level of society: as mutually enriching institutions and organizations.

Text Books:

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

References:

1. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA
2. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
4. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
5. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
6. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
7. A N Tripathy, 2003, Human Values, New Age International Publishers.
8. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
9. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers , Oxford University Press
10. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
11. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

Mode of Evaluation:

Assignment/ Seminar/Continuous Assessment Test/Semester End Exam

Director
R.D. Engineering College
Duhai, Ghaziabad

Technical Communication
(KAS301/401)
(Effective from the session 2019-20)

L T P
2 1 0

Unit -1 Fundamentals of Technical Communication:
Technical Communication: Features; Distinction between General and Technical Communication; Language as a tool of Communication; Dimensions of Communication: Reading & comprehension; Technical writing: sentences; Paragraph; Technical style: Definition, types & Methods; The flow of Communication: Downward; upward, Lateral or Horizontal; Barriers to Communication.

Unit - II Forms of Technical Communication:
Technical Report: Definition & importance; Thesis/Project writing: structure & importance; synopsis writing: Methods; Technical research Paper writing: Methods & style; Seminar & Conference paper writing; Expert Technical Lecture: Theme clarity; Analysis & Findings; 7 Cs of effective business writing: concreteness, completeness, clarity, conciseness, courtesy, correctness, consideration, C.V./Resume writing; Technical Proposal: Types, Structure & Draft.

Unit - III Technical Presentation: Strategies & Techniques
Presentation: Forms; interpersonal Communication; Class room presentation: style; method; Individual conferencing: essentials: Public Speaking: method; Techniques: Clarity of substance; emotion; Humour; Modes of Presentation; Overcoming Stage Fear; Audience Analysis & retention of audience interest; Methods of Presentation: Interpersonal; Impersonal; Audience Participation: Quizzes & Interjections.

Unit - IV Technical Communication Skills:
Interview skills; Group Discussion: Objective & Method; Seminar/Conferences Presentation skills: Focus; Content; Style; Argumentation skills: Devices: Analysis; Cohesion & Emphasis; Critical thinking; Nuances: Exposition narration & Description; effective business communication competence: Grammatical; Discourse competence: combination of expression & conclusion; Socio-linguistic competence: Strategic competence: Solution of communication problems with verbal and non verbal means.

Unit - V Dimensions of Oral Communication & Voice Dynamics:
Code and Content; Stimulus & Response; Encoding process; Decoding process; Pronunciation Etiquette; Syllables; Vowel sounds; Consonant sounds; Tone: Rising tone; Falling Tone; Flow in Speaking; Speaking with a purpose; Speech & personality; Professional Personality Attributes: Empathy; Considerateness; Leadership; Competence.

Reference Books

1. Technical Communication – Principles and Practices by Meenakshi Raman & Sangeeta Sharma, Oxford Univ. Press, 2007, New Delhi.
2. Personality Development and Soft Skills by Barun K. Mitra, OUP, 2012, New Delhi.
3. Spoken English- A Manual of Speech and Phonetics by R.K.Bansal & J.B.Harrison, Orient Blackswan, 2013, New Delhi.
4. Business Correspondence and Report Writing by Prof. R.C. Sharma & Krishna Mohan, Tata McGraw Hill & Co. Ltd., 2001, New Delhi.
5. Practical Communication: Process and Practice by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2014, Delhi.

Director
R.D. Engineering College
Duhai, Ghaziabad

6. Modern Technical Writing by Sherman, Theodore A (et.al); Apprentice Hall; New Jersey; U.S.
7. A Text Book of Scientific and Technical Writing by S.D. Sharma; Vikas Publication, Delhi.
8. Skills for Effective Business Communication by Michael Murphy, Harward University, U.S.
9. Business Communication for Managers by Payal Mehra, Pearson Publication, Delhi.

Course Outcomes

1. Students will be enabled to **understand** the nature and objective of Technical Communication relevant for the work place as Engineers.
2. Students will **utilize** the technical writing for the purposes of Technical Communication and its exposure in various dimensions.
3. Students would imbibe inputs by presentation skills to **enhance** confidence in face of diverse audience.
4. Technical communication skills will **create** a vast know-how of the application of the learning to promote their technical competence.
5. It would enable them to **evaluate** their efficacy as fluent & efficient communicators by learning the voice-dynamics.

Director
R.D. Engineering College
Duhai, Ghaziabad

2019-2020

EVALUATION SCHEME

B.TECH. ELECTRONICS ENGINEERING, B.TECH. ELECTRONICS & COMMUNICATION ENGINEERING, B.TECH. ELECTRONICS & TELECOMMUNICATION ENGINEERING

YEAR 3rd/ SEMESTER V

Sr. No.	Sub Code	Subject Name	L-T-P	Th/Lab Marks	Sessional		Total	Credit
				ESE	CT	TA		
1	RAS501	Managerial Economics	3--0--0	70	20	10	100	3
2	RAS502 /RUC501	Sociology/Cyber Security	3--0--0	70	20	10	100	3
3	REC501A	Integrated Circuits	3--0--0	70	20	10	100	3
4	REC502	Principles of Communication	3--1--0	70	20	10	100	4
5	REC503	Digital Signal Processing	3--0--0	70	20	10	100	3
6	REC051-055	Deptt. Elective Course 1	3--1--0	70	20	10	100	4
7	REC551	Integrated Circuits Lab	0--0--2	50		50	100	1
8	REC552	Communication Lab – 1	0--0--2	50		50	100	1
9	REC553	Digital Signal Processing Lab	0--0--2	50		50	100	1
10	REC554	CAD of Electronics Lab-1	0--0--2	50		50	100	1
	TOTAL			620	120	260	1000	24

DEPTT ELECTIVE COURSE–1

1. REC051 - Antenna & wave propagation
2. REC052 - Computer Architecture and Organization
3. REC053- Real Time Systems
4. REC054- Artificial Neural Networks
5. REC055- Advance Semiconductor devices

Director
R.D. Engineering College
Duhai, Ghaziabad

EVALUATION SCHEME

B.Tech. Electronics Engineering, B.Tech. Electronics & Communication Engineering, B.Tech. Electronics & Telecommunication Engineering

YEAR 3rd/ SEMESTER VI

Sr. No	Sub Code	Subject Name	L-T-P	Th/LAB Marks	Sessional		Total	Credit
				ESE	CT	TA		
1	RAS601	Industrial Management	3--0--0	70	20	10	100	3
2	RAS602 / RUC601	Sociology /Cyber Security	3--0--0	70	20	10	100	3
3	RIC603	Control System I	3--0--0	70	20	10	100	3
4	REC601	Microwave Engineering	3--1--0	70	20	10	100	4
5	REC602	Digital Communication	3--0--0	70	20	10	100	3
6	REC061 - 065	Deptt. Elective Course 2	3--1--0	70	20	10	100	4
7	REC-651	Microwave Engg Lab	0--0--2	50		50	100	1
8	REC-652	Communication Lab- II	0--0--2	50		50	100	1
9	RIC-653	Control System Lab-I	0--0--2	50		50	100	1
10	RIC-651	Microcontrollers For Embedded Systems Lab	0--0--2	50		50	100	1
	TOTAL			620	120	260	1000	24

DEPTT ELECTIVE COURSE–2

1. REC061 - Industrial Electronics
2. REC062 - Microcontroller for Embedded Systems
3. REC063 - Analog Signal Processing
4. REC064 - Advance Digital Design Using Verilog
5. REC065- RADAR Engineering

Director
R.D. Engineering College
Duhai, Ghaziabad

RAS502/ RAS602	SOCIOLOGY	L-T-P: 3-0-0
Unit	**Topic**	**Proposed Lecture**
I	Industrial Sociology: Nature, Scope and Importance of Industrial Sociology. Social Relations in Industry, Social Organisation in Industry- Bureaucracy, Scientific Management and Human Relations.	06
II	Rise and Development of Industry: Early Industrialism – Types of Productive Systems – The Manorial or Feudal system. The Guild system, The domestic or putting-out system, and the Factory system. Characteristics of the factory system. Causes and Consequences of industrialization. Obstacles to and Limitations of Industrialization.	06
III	Industrialization in India. Industrial Policy Resolutions – 1956.Science. Technology and Innovation Policy of India 2013.	06
IV	Contemporary Issues: Grievances and Grievance handling Procedure. Industrial Disputes: causes, Strikes and Lockouts. Preventive Machinery of Industrial Disputes: Schemes of Workers Participation in Management- Works Committee, Collective Bargaining, Bi-partite & Tri-partite Agreement, Code of Discipline, Standing Orders. Labour courts & Industrial Tribunals.	06
V	Visualizing the future: Models of industrialization- Collectivist, anarchist, free market, environmentalist, etc. Cultural issues, consumer society and sociological concerns.	06

References:

1. PREMVIR KAPOOOR, Sociology & Economics for Engineers, Khanna Publishing House (Edition 2018).
2. GISBERT PASCAL, Fundamentals of Industrial sociology, Tata McGraw Hill, New Delhi, 1972.
2. SCHNEIDER ENGNO V., Industrial Sociology 2nd Ed., McGraw Hill Publishing Co., New Delhi, 1979.
3. MAMORIA C.B. And MAMORIA S., Dynamics of Industrial Relations in India.
4. SINHA G.P. and P.R.N. SINHA, Industrial Relations and Labour Legislations, New Delhi, Oxford and IBH Publishing Co., 1977.
5. S.C. SHARMA, Industrial Safety and Health Management, Khanna Book Publishing Co. (P) Ltd., Delhi (ISBN: 978-93-86173-188)
5. NADKARNI, LAKSHMI, Sociology of Industrial Worker, Rawat, Jaipur,1998.
6. BHOWMICK SHARIT, Industry, Labour and Society,Orient, 2012.
7. RICHARD BROWN, JOHN CHILD, AND S R PARKER, The Sociology of Industry 1st Edition, Routledge, 2015.

Director
R.D. Engineering College
Duhai, Ghaziabad

RUC501 /RUC601	CYBER SECURITY	L-T-P: 3-0-0
Unit	**Topic**	**Proposed Lecture**
I	**Introduction-** Introduction to Information Systems, Types of Information Systems, Development of Information Systems, Introduction to Information Security, Need for Information Security, Threats to Information Systems, Information Assurance, Cyber Security, and Security Risk Analysis.	**08**
II	**Application Security-** (Database, E-mail and Internet), Data Security Considerations-Backups, Archival Storage and Disposal of Data, Security Technology-Firewall and VPNs, Intrusion Detection, Access Control. Security Threats -Viruses, Worms, Trojan Horse, Bombs, Trapdoors, Spoofs, E-mail Viruses, Macro Viruses, Malicious Software, Network and Denial of Services Attack, Security Threats to E-Commerce- Electronic Payment System, e- Cash, Credit/Debit Cards. Digital Signature, Public Key Cryptography	**08**
III	**Developing Secure Information Systems-** Application Development Security, Information Security Governance & Risk Management, Security Architecture & Design Security Issues in Hardware, Data Storage & Downloadable Devices, Physical Security of IT Assets, Access Control, CCTV and Intrusion Detection Systems, Backup Security Measures.	**08**
IV	**Security Policies-** Development of Policies, WWW Policies, Email Security Policies, Policy Review Process-Corporate Policies-Sample Security Policies, Publishing and Notification Requirement of the Policies. **Evolving Technology Security** – Mobile, Cloud, Outsourcing, SCM.	**08**
V	**Information Security Standards-**ISO, IT Act, Copyright Act, Patent Law, IPR. Cyber Laws in India; IT Act 2000 Provisions, Intellectual Property Law: Copy Right Law, Software License, Semiconductor Law and Patent Law. **Case Study** – Corporate Security	**08**

References:

1. Charles P. Pfleeger, Shari Lawerance Pfleeger, "Analysing Computer Security", Pearson Education India. .
2. V.K.Pachghare, "Cryptography and information Security", PHI Learning Private Limited, Delhi India.
3. Sarika Gupta & Gaurav Gupta, Information Security and Cyber Laws, Khanna Publishing House
4. Anshul Kaushik, Cyber Security, Khanna Publishing House
5. Dr.Surya Prakash Tripathi, Ritendra Goyal, Praveen Kumar Shukla ,"Introduction to Information Security and Cyber Law" Willey Dreamtech Press.
6. Michael E.Whitman and Herbert J Mattord "Principle of Information Security" Cengage
7. Mike Chapple and David Seidl "Cyberwarfare: Information operations in a connected world" Jones & Bartlett Learning
8. Schou, Shoemaker, "Information Assurance for the Enterprise", Tata McGraw Hill.
9. CHANDER, HARISH," Cyber Laws And It Protection " , PHI Learning Private Limited ,Delhi
10. V.K. Jain, Cryptography and Network Security, Khanna Publishing House, Delhi

Director
R.D. Engineering College
Duhai, Ghaziabad

B.Tech. (Electronics & Communication Engg.) Semester III

Sr. No.	Course Code	Course Title	Periods			Evaluation Scheme				End Semester		Total	Credits
			L	T	P	CT	TA	Total	PS	TE	PE		
	KOE031-38/ KAS302	Engg. Science Course /Maths IV	3	1	0	30	20	50		100		150	4
1.	KAS301/ KVE301	Technical Communication /Universal Human values	2	1	0	30	20	50		100		150	3
			3	0	0								
2.	KEC301	Electronic Devices	3	1	0	30	20	50		100		150	4
3.	KEC302	Digital System Design	3	1	0	30	20	50		100		150	4
4.	KEC303	Network Analysis and Synthesis	3	0	0	30	20	50		100		150	3
6.	KEC351	Electronics Devices Lab	0	0	2				25		25	50	1
7.	KEC352	Digital System Design Lab	0	0	2				25		25	50	1
8.	KEC353	Network Analysis and Synthesis lab	0	0	2				25		25	50	1
9.	KEC354	Mini Project or Internship Assessment	0	0	2			50				50	1
10.	KNC301 /KNC302	Computer System Security /Python Programming	2	0	0	15	10	25		50			0
11.		MOOCs (Essential for Hons. Degree)											
		TOTAL										**950**	**22**

*The Mini Project or internship (3-4 weeks) conducted during summer break after II semester and will be assessed during III semester.

Semester IV

Sr. No.	Course Code	Course Title	Periods			Evaluation Scheme				End Semester		Total	Credits
			L	T	P	CT	TA	Total	PS	TE	PE		
1.	KAS402/ KOE041-48	Maths-IV / Engg. Science Course	3	1	0	30	20	50		100		150	4
21	KVE401/ KAS401	Universal Human Values/ Technical Communication	3	0	0	30	20	50		100		150	3
			2	1	0								
3.	KEC401	Communication Engineering	3	0	0	30	20	50		100		150	3
4.	KEC402	Analog Circuits	3	1	0	30	20	50		100		150	4
5.	KEC403	Signal System	3	1	0	30	20	50		100		150	4
6.	KEC451	Communication Engineering Lab	0	0	2				25		25	50	1
7.	KEC452	Analog Circuits Lab	0	0	2				25		25	50	1
8.	KEC453	Signal System Lab	0	0	2				25		25	50	1
9.	KNC402/ KNC401	Python Programming/ Computer System Security	2	0	0	15	10	25		50			0
10.		MOOCs (Essential for Hons. Degree)											
		TOTAL										**900**	**21**

Director
R.D. Engineering College
Duhai, Ghaziabad

KVE401	Universal Human Values and Professional Ethics	L	T	P	C
		3	0	0	3

Objectives:

1. To help students distinguish between values and skills, and understand the need, basic guidelines, content and process of value education.
2. To help students initiate a process of dialog within themselves to know what they 'really want to be' in their life and profession
3. To help students understand the meaning of happiness and prosperity for a human being.
4. To facilitate the students to understand harmony at all the levels of human living, and live accordingly.
5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life

Course Outcome:

On completion of this course, the students will be able to

1. Understand the significance of value inputs in a classroom, distinguish between values and skills, understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperity and do a correct appraisal of the current scenario in the society
2. Distinguish between the Self and the Body, understand the meaning of Harmony in the Self the Co-existence of Self and Body.
3. Understand the value of harmonious relationship based on trust, respect and other naturally acceptable feelings in human-human relationships and explore their role in ensuring a harmonious society
4. Understand the harmony in nature and existence, and work out their mutually fulfilling participation in the nature.
5. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

Catalogue Description

Every human being has two sets of questions to answer for his life: a) what to do? and, b) how to do?. The first set pertains to the value domain, and the other to the skill domain. Both are complimentary, but value domain has a higher priority. Today, education has become more and more skill biased, and hence, the basic aspiration of a human being, that is to live with happiness and prosperity, gets defeated, in spite of abundant technological progress. This course is aimed at giving inputs that will help to ensure the right understanding and right feelings in the students in their life and profession, enabling them to lead an ethical life. In this course, the students learn the process of self-exploration, the difference between the Self and the Body, the naturally acceptable feelings in relationships in a family, the comprehensive human goal in the society, the mutual fulfillment in the nature and the co-existence in existence. As a natural outcome of such inputs, they are able to evaluate an ethical life and profession ahead.

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT-1 **Course Introduction - Need, Basic Guidelines, Content and Process for Value Education**

Understanding the need, basic guidelines, content and process for Value Education, Self-Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration, Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority, Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario, Method to fulfill the above human aspirations: understanding and living in harmony at various levels.

UNIT-2 **Understanding Harmony in the Human Being - Harmony in Myself**

Understanding human being as a co-existence of the sentient 'I' and the material 'Body', Understanding the needs of Self ('I') and 'Body' - Sukh and Suvidha, Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer), Understanding the characteristics and activities of 'I' and harmony in 'I', Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail, Programs to ensure Sanyam and Swasthya.

UNIT-3 **Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**

Understanding harmony in the Family- the basic unit of human interaction , Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*; Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship, Understanding the meaning of *Vishwas*; Difference between intention and competence, Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship, Understanding the harmony in the society (society being an extension of family): *Samadhan*, *Samridhi*, *Abhay*, *Sah-astitva* as comprehensive Human Goals, Visualizing a universal harmonious order in society- Undivided Society (*AkhandSamaj*), Universal Order (*SarvabhaumVyawastha*)- from family to world family!.

UNIT-4 **Understanding Harmony in the Nature and Existence - Whole existence as Co-existence**

Understanding the harmony in the Nature, Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature, Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.

UNIT-5 **Implications of the above Holistic Understanding of Harmony on Professional Ethics**

Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Competence in Professional Ethics: a) Ability to utilize the professional competence for augmenting universal human order, b) Ability to identify the scope and characteristics of people-friendly and eco-friendly

Director
R.D. Engineering College
Duhai, Ghaziabad

production systems, technologies and management models, Case studies of typical holistic technologies, management models and production systems, Strategy for transition from the present state to Universal Human Order: a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers, b) At the level of society: as mutually enriching institutions and organizations.

Text Books:

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

References:

1. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA
2. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
4. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
5. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
6. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
7. A N Tripathy, 2003, Human Values, New Age International Publishers.
8. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
9. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers , Oxford University Press
10. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
11. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

Mode of Evaluation:

Assignment/ Seminar/Continuous Assessment Test/Semester End Exam

Director
R.D. Engineering College
Duhai, Ghaziabad

Technical Communication
(KAS301/401)
(Effective from the session 2019-20)

L T P
2 1 0

Unit -1 Fundamentals of Technical Communication:
Technical Communication: Features; Distinction between General and Technical Communication; Language as a tool of Communication; Dimensions of Communication: Reading & comprehension; Technical writing: sentences; Paragraph; Technical style: Definition, types & Methods; The flow of Communication: Downward; upward, Lateral or Horizontal; Barriers to Communication.

Unit - II Forms of Technical Communication:
Technical Report: Definition & importance; Thesis/Project writing: structure & importance; synopsis writing: Methods; Technical research Paper writing: Methods & style; Seminar & Conference paper writing; Expert Technical Lecture: Theme clarity; Analysis & Findings; 7 Cs of effective business writing: concreteness, completeness, clarity, conciseness, courtesy, correctness, consideration, C.V./Resume writing; Technical Proposal: Types, Structure & Draft.

Unit - III Technical Presentation: Strategies & Techniques
Presentation: Forms; interpersonal Communication; Class room presentation; style; method; Individual conferencing: essentials: Public Speaking: method; Techniques: Clarity of substance; emotion; Humour; Modes of Presentation; Overcoming Stage Fear; Audience Analysis & retention of audience interest; Methods of Presentation: Interpersonal; Impersonal; Audience Participation: Quizzes & Interjections.

Unit - IV Technical Communication Skills:
Interview skills; Group Discussion: Objective & Method; Seminar/Conferences Presentation skills: Focus; Content; Style; Argumentation skills: Devices: Analysis; Cohesion & Emphasis; Critical thinking; Nuances: Exposition narration & Description; effective business communication competence: Grammatical; Discourse competence: combination of expression & conclusion; Socio-linguistic competence: Strategic competence: Solution of communication problems with verbal and non verbal means.

Unit - V Dimensions of Oral Communication & Voice Dynamics:
Code and Content; Stimulus & Response; Encoding process; Decoding process; Pronunciation Etiquette; Syllables; Vowel sounds; Consonant sounds; Tone: Rising tone; Falling Tone; Flow in Speaking; Speaking with a purpose; Speech & personality; Professional Personality Attributes: Empathy; Considerateness; Leadership; Competence.

Reference Books

1. Technical Communication – Principles and Practices by Meenakshi Raman & Sangeeta Sharma, Oxford Univ. Press, 2007, New Delhi.
2. Personality Development and Soft Skills by Barun K. Mitra, OUP, 2012, New Delhi.
3. Spoken English- A Manual of Speech and Phonetics by R.K.Bansal & J.B.Harrison, Orient Blackswan, 2013, New Delhi.
4. Business Correspondence and Report Writing by Prof. R.C. Sharma & Krishna Mohan, Tata McGraw Hill & Co. Ltd., 2001, New Delhi.
5. Practical Communication: Process and Practice by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2014, Delhi.

Director
R.D. Engineering College
Duhai, Ghaziabad

6. Modern Technical Writing by Sherman, Theodore A (et.al); Apprentice Hall; New Jersey; U.S.
7. A Text Book of Scientific and Technical Writing by S.D. Sharma; Vikas Publication, Delhi.
8. Skills for Effective Business Communication by Michael Murphy, Harward University, U.S.
9. Business Communication for Managers by Payal Mehra, Pearson Publication, Delhi.

Course Outcomes

1. Students will be enabled to **understand** the nature and objective of Technical Communication relevant for the work place as Engineers.
2. Students will **utilize** the technical writing for the purposes of Technical Communication and its exposure in various dimensions.
3. Students would imbibe inputs by presentation skills to **enhance** confidence in face of diverse audience.
4. Technical communication skills will **create** a vast know-how of the application of the learning to promote their technical competence.
5. It would enable them to **evaluate** their efficacy as fluent & efficient communicators by learning the voice-dynamics.

Director
R.D. Engineering College
Duhai, Ghaziabad

-2019-20

STUDY AND EVALUATION SCHEME

B-Tech. Mechanical Engineering

YEAR: 3rd / SEMESTER-V

S. No.	Subject Code	Subject Name	Department	L-T-P	Theory / Lab Marks	SESSIONAL		Total	Credit
						Test	Assignment / Attendance		
1	RAS501	Managerial Economics	Applied Science	3--0--0	70	20	10	100	3
2	RAS502/ RUC501	Sociology /Cyber Security	Applied Science	3--0--0	70	20	10	100	3
3	RME501	Machine Design-I	Core Deptt.	3--0--0	70	20	10	100	3
4	RME502	Heat & Mass Transfer	Core Deptt.	3--1--0	70	20	10	100	4
5	RME503	Manufacturing Science& Technology-II	Core Deptt.	3--0--0	70	20	10	100	3
6	RME051-054	Deptt. Elective Course-1	Core Deptt.	3--1--0	70	20	10	100	4
7	RME551	Design and Simulation Lab I	Core Deptt.	0--0--2	50		50	100	1
8	RME552	Heat & Mass Transfer Lab	Core Deptt.	0--0--2	50		50	100	1
9	RME553	Manufacturing Technology-II Lab	Core Deptt.	0--0--2	50		50	100	1
10	RME559	Seminar – I		0--0--2	50		50	100	1
TOTAL								**1000**	**24**

DEPTT ELECTIVE COURSE-1

1. **RME-051 IC Engines and Compressors**
2. **RME-052 Mechatronics and Microprocessor**
3. **RME-053 Finite Element Methods**
4. **RME-054 Engineering Optimization**

Director
R.D. Engineering College
Duhai, Ghaziabad

RAS502/ RAS602	SOCIOLOGY	L-T-P: 3-0-0
Unit	**Topic**	**Proposed Lecture**
I	Industrial Sociology: Nature, Scope and Importance of Industrial Sociology. Social Relations in Industry, Social Organisation in Industry- Bureaucracy, Scientific Management and Human Relations.	**06**
II	Rise and Development of Industry: Early Industrialism – Types of Productive Systems – The Manorial or Feudal system. The Guild system, The domestic or putting-out system, and the Factory system. Characteristics of the factory system. Causes and Consequences of industrialization. Obstacles to and Limitations of Industrialization.	**06**
III	Industrialization in India. Industrial Policy Resolutions – 1956.Science. Technology and Innovation Policy of India 2013.	**06**
IV	Contemporary Issues: Grievances and Grievance handling Procedure. Industrial Disputes: causes, Strikes and Lockouts. Preventive Machinery of Industrial Disputes: Schemes of Workers Participation in Management- Works Committee, Collective Bargaining, Bi-partite & Tri-partite Agreement, Code of Discipline, Standing Orders. Labour courts & Industrial Tribunals.	**06**
V	Visualizing the future: Models of industrialization- Collectivist, anarchist, free market, environmentalist, etc. Cultural issues, consumer society and sociological concerns.	**06**

References:

1. PREMVIR KAPOOOR, Sociology & Economics for Engineers, Khanna Publishing House (Edition 2018).
2. GISBERT PASCAL, Fundamentals of Industrial sociology, Tata McGraw Hill, New Delhi, 1972.
2. SCHNEIDER ENGNO V., Industrial Sociology 2nd Ed., McGraw Hill Publishing Co., New Delhi, 1979.
3. MAMORIA C.B. And MAMORIA S., Dynamics of Industrial Relations in India.
4. SINHA G.P. and P.R.N. SINHA, Industrial Relations and Labour Legislations, New Delhi, Oxford and IBH Publishing Co., 1977.
5. S.C. SHARMA, Industrial Safety and Health Management, Khanna Book Publishing Co. (P) Ltd., Delhi (ISBN: 978-93-86173-188)
5. NADKARNI, LAKSHMI, Sociology of Industrial Worker, Rawat, Jaipur,1998.
6. BHOWMICK SHARIT, Industry, Labour and Society,Orient, 2012.
7. RICHARD BROWN, JOHN CHILD, AND S R PARKER, The Sociology of Industry 1st Edition, Routledge, 2015.

Director
R.D. Engineering College
Duhai Ghaziabad

STUDY AND EVALUATION SCHEME

B-Tech. Mechanical Engineering

YEAR: 3rd / SEMESTER-VI

S. No.	Subject Code	Subject Name	Department	L-T-P	Theory / Lab Marks	SESSIONAL		Total	Credit
						Test	Assignment / Attendance		
1	RAS601	Industrial Management	Applied Science	3--0--0	70	20	10	100	3
2	RUC601/ RAS602	Cyber Security/ Sociology	Applied Science	3--0--0	70	20	10	100	3
3	RME601	Fluid Machinery	Core Deptt.	3--0--0	70	20	10	100	3
4	RME602	Theory of Machines	Core Deptt.	3--1--0	70	20	10	100	4
5	RME603	Machine Design-II	Core Deptt.	3--0--0	70	20	10	100	3
6	RME061-064	Deptt. Elective Course-2	Core Deptt.	3--1--0	70	20	10	100	4
7	RME651	Fluid Machinery Lab	Core Deptt.	0--0--2	50		50	100	1
8	RME652	Theory of Machines Lab	Core Deptt.	0--0--2	50		50	100	1
9	RME653	Design and Simulation Lab II	Core Deptt.	0--0--2	50		50	100	1
10	RME654	Refrigeration & Air-conditioning	Core Deptt.	0--0--2	50		50	100	1
TOTAL								1000	24

DEPTT ELECTIVE COURSE-2

1. **RME061 Refrigeration & Air-conditioning**
2. **RME062 Production Planning and Control**
3. **RME063 Mechanical Vibration**
4. **RME064 Reliability Engineering**

Director
R.D. Engineering College
Duhai, Ghaziabad

RUC501 /RUC601	CYBER SECURITY	L-T-P: 3-0-0
Unit	**Topic**	**Proposed Lecture**
I	**Introduction-** Introduction to Information Systems, Types of Information Systems, Development of Information Systems, Introduction to Information Security, Need for Information Security, Threats to Information Systems, Information Assurance, Cyber Security, and Security Risk Analysis.	**08**
II	**Application Security-** (Database, E-mail and Internet), Data Security Considerations-Backups, Archival Storage and Disposal of Data, Security Technology-Firewall and VPNs, Intrusion Detection, Access Control. Security Threats -Viruses, Worms, Trojan Horse, Bombs, Trapdoors, Spoofs, E-mail Viruses, Macro Viruses, Malicious Software, Network and Denial of Services Attack, Security Threats to E-Commerce- Electronic Payment System, e- Cash, Credit/Debit Cards. Digital Signature, Public Key Cryptography	**08**
III	**Developing Secure Information Systems-** Application Development Security, Information Security Governance & Risk Management, Security Architecture & Design Security Issues in Hardware, Data Storage & Downloadable Devices, Physical Security of IT Assets, Access Control, CCTV and Intrusion Detection Systems, Backup Security Measures.	**08**
IV	**Security Policies-** Development of Policies, WWW Policies, Email Security Policies, Policy Review Process-Corporate Policies-Sample Security Policies, Publishing and Notification Requirement of the Policies. **Evolving Technology Security –** Mobile, Cloud, Outsourcing, SCM.	**08**
V	**Information Security Standards-**ISO, IT Act, Copyright Act, Patent Law, IPR. Cyber Laws in India; IT Act 2000 Provisions, Intellectual Property Law: Copy Right Law, Software License, Semiconductor Law and Patent Law. **Case Study –** Corporate Security	**08**

References:

1. Charles P. Pfleeger, Shari Lawerance Pfleeger, "Analysing Computer Security", Pearson Education India.
2. V.K.Pachghare, "Cryptography and information Security", PHI Learning Private Limited, Delhi India.
3. Sarika Gupta & Gaurav Gupta, Information Security and Cyber Laws, Khanna Publishing House
4. Anshul Kaushik, Cyber Security, Khanna Publishing House
5. Dr.Surya Prakash Tripathi, Ritendra Goyal, Praveen Kumar Shukla ,"Introduction to Information Security and Cyber Law" Willey Dreamtech Press.
6. Michael E.Whitman and Herbert J Mattord "Principle of Information Security" Cengage
7. Mike Chapple and David Seidl "Cyberwarfare: Information operations in a connected world" Jones & Bartlett Learning
8. Schou, Shoemaker, "Information Assurance for the Enterprise", Tata McGraw Hill.
9. CHANDER, HARISH," Cyber Laws And It Protection " , PHI Learning Private Limited ,Delhi
10. V.K. Jain, Cryptography and Network Security, Khanna Publishing House, Delhi

Director
R.D. Engineering College
Duhai, Ghaziabad

2019-20

B.Tech. (Mechanical Engineering)

SEMESTER- III

Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KOE031-38/ KAS302	Engg. Science Course/Maths IV	3	1	0	30	20	50		100		150	4
2	KAS301/ KVE301	Technical Communication/Universal Human Values	2 3	1 0	0 0	30	20	50		100		150	3
3	KME301	Thermodynamics	3	1	0	30	20	50		100		150	4
4	KME302	Fluid Mechanics & Fluid Machines	3	1	0	30	20	50		100		150	4
5	KME303	Materials Engineering	3	0	0	30	20	50		100		150	3
6	KME351	Fluid Mechanics Lab	0	0	2				25		25	50	1
7	KME352	Material Testing Lab	0	0	2				25		25	50	1
8	KME353	Computer Aided Machine Drawing-I Lab	0	0	2				25		25	50	1
9	KME354	Mini Project or Internship Assessment*	0	0	2			50				50	1
10	KNC301/ KNC302	Computer System Security/Python Programming	2	0	0	15	10	25		50			0
11		MOOCs (Essential for Hons. Degree)											
		Total										**950**	**22**

*The Mini Project or internship (3-4 weeks) conducted during summer break after II semester and will be assessed during III semester.

SEMESTER- IV

Sl. No.	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KAS402/ KOE041-48	Maths IV/Engg. Science Course	3	1	0	30	20	50		100		150	4
2	KVE401/ KAS401	Universal Human Values/Technical Communication	3 2	0 1	0 0	30	20	50		100		150	3
3	KME401	Applied Thermodynamics	3	0	0	30	20	50		100		150	3
4	KME402	Engineering Mechanics	3	1	0	30	20	50		100		150	4
5	KME403	Manufacturing Processes	3	1	0	30	20	50		100		150	4
6	KME451	Applied Thermodynamics Lab	0	0	2				25		25	50	1
7	KME452	Manufacturing Processes Lab	0	0	2				25		25	50	1
8	KME453	Computer Aided Machine Drawing-II Lab	0	0	2				25		25	50	1
9	KNC402/ KNC401	Python Programming / Computer System Security	2	0	0	15	10	25		50			0
10		MOOCs (Essential for Hons. Degree)											
		Total										**900**	**21**

Director
R.D. Engineering College
Duhai, Ghaziabad

KVE401	Universal Human Values and Professional Ethics	L	T	P	C
		3	0	0	3

Objectives:

1. To help students distinguish between values and skills, and understand the need, basic guidelines, content and process of value education.
2. To help students initiate a process of dialog within themselves to know what they 'really want to be' in their life and profession
3. To help students understand the meaning of happiness and prosperity for a human being.
4. To facilitate the students to understand harmony at all the levels of human living, and live accordingly.
5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life

Course Outcome:

On completion of this course, the students will be able to

1. Understand the significance of value inputs in a classroom, distinguish between values and skills, understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperity and do a correct appraisal of the current scenario in the society
2. Distinguish between the Self and the Body, understand the meaning of Harmony in the Self the Co-existence of Self and Body.
3. Understand the value of harmonious relationship based on trust, respect and other naturally acceptable feelings in human-human relationships and explore their role in ensuring a harmonious society
4. Understand the harmony in nature and existence, and work out their mutually fulfilling participation in the nature.
5. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

Catalogue Description

Every human being has two sets of questions to answer for his life: a) what to do? and, b) how to do?. The first set pertains to the value domain, and the other to the skill domain. Both are complimentary, but value domain has a higher priority. Today, education has become more and more skill biased, and hence, the basic aspiration of a human being, that is to live with happiness and prosperity, gets defeated, in spite of abundant technological progress. This course is aimed at giving inputs that will help to ensure the right understanding and right feelings in the students in their life and profession, enabling them to lead an ethical life. In this course, the students learn the process of self-exploration, the difference between the Self and the Body, the naturally acceptable feelings in relationships in a family, the comprehensive human goal in the society, the mutual fulfillment in the nature and the co-existence in existence. As a natural outcome of such inputs, they are able to evaluate an ethical life and profession ahead.

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT-1 **Course Introduction - Need, Basic Guidelines, Content and Process for Value Education**

Understanding the need, basic guidelines, content and process for Value Education, Self-Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration, Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority, Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario, Method to fulfill the above human aspirations: understanding and living in harmony at various levels.

UNIT-2 **Understanding Harmony in the Human Being - Harmony in Myself**

Understanding human being as a co-existence of the sentient 'I' and the material 'Body', Understanding the needs of Self ('I') and 'Body' - Sukh and Suvidha, Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer), Understanding the characteristics and activities of 'I' and harmony in 'I', Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail, Programs to ensure Sanyam and Swasthya.

UNIT-3 **Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**

Understanding harmony in the Family- the basic unit of human interaction , Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*; Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship, Understanding the meaning of *Vishwas*; Difference between intention and competence, Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship, Understanding the harmony in the society (society being an extension of family): *Samadhan*, *Samridhi*, *Abhay*, *Sah-astitva* as comprehensive Human Goals, Visualizing a universal harmonious order in society- Undivided Society (*AkhandSamaj*), Universal Order (*SarvabhaumVyawastha*)- from family to world family!.

UNIT-4 **Understanding Harmony in the Nature and Existence - Whole existence as Co-existence**

Understanding the harmony in the Nature, Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature, Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.

UNIT-5 **Implications of the above Holistic Understanding of Harmony on Professional Ethics**

Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Competence in Professional Ethics: a) Ability to utilize the professional competence for augmenting universal human order, b) Ability to identify the scope and characteristics of people-friendly and eco-friendly

Director
R.D. Engineering College
Duhai, Ghaziabad

production systems, technologies and management models, Case studies of typical holistic technologies, management models and production systems, Strategy for transition from the present state to Universal Human Order: a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers, b) At the level of society: as mutually enriching institutions and organizations.

Text Books:

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

References:

1. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA
2. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
4. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
5. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
6. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
7. A N Tripathy, 2003, Human Values, New Age International Publishers.
8. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
9. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers , Oxford University Press
10. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
11. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

Mode of Evaluation:

Assignment/ Seminar/Continuous Assessment Test/Semester End Exam

Director
R.D. Engineering College
Duhai, Ghaziabad

Technical Communication
(KAS301/401)
(Effective from the session 2019-20)

L T P
2 1 0

Unit -1 Fundamentals of Technical Communication:
Technical Communication: Features; Distinction between General and Technical Communication; Language as a tool of Communication; Dimensions of Communication: Reading & comprehension; Technical writing: sentences; Paragraph; Technical style: Definition, types & Methods; The flow of Communication: Downward; upward, Lateral or Horizontal; Barriers to Communication.

Unit - II Forms of Technical Communication:
Technical Report: Definition & importance; Thesis/Project writing: structure & importance; synopsis writing: Methods; Technical research Paper writing: Methods & style; Seminar & Conference paper writing; Expert Technical Lecture: Theme clarity; Analysis & Findings; 7 Cs of effective business writing: concreteness, completeness, clarity, conciseness, courtesy, correctness, consideration, C.V./Resume writing; Technical Proposal: Types, Structure & Draft.

Unit - III Technical Presentation: Strategies & Techniques
Presentation: Forms; interpersonal Communication; Class room presentation; style; method; Individual conferencing: essentials: Public Speaking: method; Techniques: Clarity of substance; emotion; Humour; Modes of Presentation; Overcoming Stage Fear; Audience Analysis & retention of audience interest; Methods of Presentation: Interpersonal; Impersonal; Audience Participation: Quizzes & Interjections.

Unit - IV Technical Communication Skills:
Interview skills; Group Discussion: Objective & Method; Seminar/Conferences Presentation skills: Focus; Content; Style; Argumentation skills: Devices: Analysis; Cohesion & Emphasis; Critical thinking; Nuances: Exposition narration & Description; effective business communication competence: Grammatical; Discourse competence: combination of expression & conclusion; Socio-linguistic competence: Strategic competence: Solution of communication problems with verbal and non verbal means.

Unit - V Dimensions of Oral Communication & Voice Dynamics:
Code and Content; Stimulus & Response; Encoding process; Decoding process; Pronunciation Etiquette; Syllables; Vowel sounds; Consonant sounds; Tone: Rising tone; Falling Tone; Flow in Speaking; Speaking with a purpose; Speech & personality; Professional Personality Attributes: Empathy; Considerateness; Leadership; Competence.

Reference Books

1. Technical Communication – Principles and Practices by Meenakshi Raman & Sangeeta Sharma, Oxford Univ. Press, 2007, New Delhi.
2. Personality Development and Soft Skills by Barun K. Mitra, OUP, 2012, New Delhi.
3. Spoken English- A Manual of Speech and Phonetics by R.K.Bansal & J.B.Harrison, Orient Blackswan, 2013, New Delhi.
4. Business Correspondence and Report Writing by Prof. R.C. Sharma & Krishna Mohan, Tata McGraw Hill & Co. Ltd., 2001, New Delhi.
5. Practical Communication: Process and Practice by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2014, Delhi.

Director
R.D. Engineering College
Duhai, Ghaziabad

INDIAN TRADITIONS, CULTURAL AND SOCIETY

L: T:P: 2: 0:0

Module 1- Society State and Polity in India

State in Ancient India: Evolutionary Theory, Force Theory, Mystical Theory Contract Theory, Stages of State Formation in Ancient India, Kingship , Council of Ministers Administration Political Ideals in Ancient India Conditions' of the Welfare of Societies, The Seven Limbs of the State, Society in Ancient India, Purusārtha, Varnāshrama System, Āshrama or the Stages of Life, Marriage, Understanding Gender as a social category, The representation of Women in Historical traditions, Challenges faced by Women. Four-class Classification, Slavery.

Module 2- Indian Literature, Culture, Tradition, and Practices

Evolution of script and languages in India: Harappan Script and Brahmi Script. The Vedas, the Upanishads, the Ramayana and the Mahabharata, Puranas, Buddhist And Jain Literature in Pali,Prakrit And Sanskrit, Kautilya's Arthashastra, Famous Sanskrit Authors, Telugu Literature, Kannada Literature,Malayalam Literature ,Sangama Literature Northern Indian Languages & Literature, Persian And Urdu ,Hindi Literature

Module 3- Indian Religion, Philosophy, and Practices

Pre-Vedic and Vedic Religion, Buddhism, Jainism, Six System Indian Philosophy, Shankaracharya, Various Philosophical Doctrines , Other Heterodox Sects, Bhakti Movement, Sufi movement, Socio religious reform movement of 19th century, Modern religious practices.

Module 4-Science, Management and Indian Knowledge System

Astronomy in India, Chemistry in India, Mathematics in India, Physics in India, Agriculture in India, Medicine in India ,Metallurgy in India, Geography, Biology, Harappan Technologies, Water Management in India, Textile Technology in India ,Writing Technology in India Pyrotechnics in India Trade in Ancient India/,India's Dominance up to Pre-colonial Times

Module 5- Cultural Heritage and Performing Arts

Indian Architect, Engineering and Architecture in Ancient India, Sculptures, Seals, coins, Pottery, Puppetry, Dance, Music, Theatre, drama, Painting, Martial Arts Traditions, Fairs and Festivals, Current developments in Arts and Cultural, Indian's Cultural Contribution to the World. Indian Cinema

COURSE OBJECTIVES:

- The course aims at imparting basic principles of thought process, reasoning and inference to identify the roots and details of some of the contemporary issues faced by our nation and try to locate possible solutions to these challenges by digging deep into our past.
- To enable the students to understand the importance of our surroundings and encourage the students to contribute towards sustainable development.
- To sensitize students towards issues related to 'Indian' culture, tradition and its composite character.

Director
R.D. Engineering College
Duhai, Ghaziabad

- To make students aware of holistic life styles of Yogic-science and wisdom capsules in Sanskrit literature that are important in modern society with rapid technological advancements and societal disruptions.
- To acquaint students with Indian Knowledge System, Indian perspective of modern scientific world-view and basic principles of Yoga and holistic health care system.

COURSE OUTCOMES: Ability to understand, connect up and explain basics of Indian Traditional knowledge modern scientific perspective.

Suggested Pedagogy for Teachers

- Project based learning
- Case studies
- Group discussion
- Presentations

Suggested Text & Reference Books

1. V. Sivaramakrishna (Ed.), *Cultural Heritage of India-Course Material*, Bharatiya Vidya Bhavan, Mumbai, 5th Edition, 2014
2. S. Baliyan, *Indian Art and Culture*, Oxford University Press, India
3. Swami Jitatmanand, *Modern Physics and Vedant*, Bharatiya Vidya Bhavan
4. Romila Thapar, *Readings In Early Indian History* Oxford University Press , India
5. Fritz of Capra, Tao of Physics
6. Fritz of Capra, The wave of Life
7. V N Jha (English Translation), *Tarkasangraha of Annam Bhatta,* Inernational Chinmay Foundation,Velliarnad,Amaku,am
8. Yoga Sutra of Patanjali, Ramakrishna Mission, Kolkatta
9. GN Jha (Eng. Trans.) Ed. R N Jha, *Yoga-darshanam with Vyasa Bhashya*, Vidyanidhi Prakasham, Delhi,2016
10. RN Jha, Science of Consciousness Psychotherapy and Yoga Practices, Vidyanidhi Prakasham, Delhi, 2016
11. P R Sharma (English translation), Shodashang Hridayam
12. Basham, A.L., *The Wonder that was India* (34th impression), New Delhi, Rupa & co
13. Sharma, R.S., *Aspects of Political Ideas and Institutions in Ancient India*(fourth edition), Delhi, Motilal Banarsidass,

Director
R.D. Engineering College
Duhai, Ghaziabad

THIRD SEMESTER **CIVIL ENGINEERING** **SESSION 2019-20**

S.No	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KOE031-38/KAS303	Engineering Science Course/Maths III	3	1	0	30	20	50		100		150	4
2	KAS301/ KVE301	Technical Communication/ Universal Human Values	2 3	1 0	0 0	30	20	50		100		150	3
3	KCE301	Engg. Mechanics	3	1	0	30	20	50		100		150	4
4	KCE302	Surveying and Geomatics	3	1	0	30	20	50		100		150	4
5	KCE303	Fluid Mechanics	3	0	0	30	20	50		100		150	3
6	KCE351	Building Planning & Drawing Lab	0	0	2				25		25	50	1
7	KCE352	Surveying and Geomatics Lab	0	0	2				25		25	50	1
8	KCE353	Fluid Mechanics Lab	0	0	2				25		25	50	1
9	KCE354	Mini Project or Internship Assessment*	0	0	2			50				50	1
10	KNC301/ KNC302	Computer System Security/ Python Programming	2	0	2	15	10	25		50			0
11		MOOCs (Essential for Hons. Degree)											
		Total										950	22

*The Mini Project or Internship (3-4 weeks) conducted during summer break after II semester and will be assessed during III semester.

SEMESTER - IV

S.No	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KAS403/ KOE041-48	Maths III/ Engg. Science Course	3	1	0	30	20	50		100		150	4
2	KVE401/ KAS401	Universal Human Values/Technical Communication	3 2	0 1	0 0	30	20	50		100		150	3
3	KCE401	Materials, Testing & Construction Practices	3	0	0	30	20	50		100		150	3
4	KCE402	Introduction to Solid Mechanics	3	1	0	30	20	50		100		150	4
5	KCE403	Hydraulic Engineering and Machines	3	1	0	30	20	50		100		150	4
6	KCE451	Material Testing Lab	0	0	2				25		25	50	1
7	KCE452	Solid Mechanics Lab	0	0	2				25		25	50	1
8	KCE453	Hydraulics & Hydraulic Machine Lab	0	0	2				25		25	50	1
9	KNC402/ KNC401	Python Programming/Computer System Security	2	0	0	15	10	25		50			0
10		MOOCs (Essential for Hons. Degree)											
		Total										900	21

Director
R.D. Engineering College
Duhai, Ghaziabad

Technical Communication
(KAS301/401)
(Effective from the session 2019-20)

L T P
2 1 0

Unit -1 Fundamentals of Technical Communication:
Technical Communication: Features; Distinction between General and Technical Communication; Language as a tool of Communication; Dimensions of Communication: Reading & comprehension; Technical writing: sentences; Paragraph; Technical style: Definition, types & Methods; The flow of Communication: Downward; upward, Lateral or Horizontal; Barriers to Communication.

Unit - II Forms of Technical Communication:
Technical Report: Definition & importance; Thesis/Project writing: structure & importance; synopsis writing: Methods; Technical research Paper writing: Methods & style; Seminar & Conference paper writing; Expert Technical Lecture: Theme clarity; Analysis & Findings; 7 Cs of effective business writing: concreteness, completeness, clarity, conciseness, courtesy, correctness, consideration, C.V./Resume writing; Technical Proposal: Types, Structure & Draft.

Unit - III Technical Presentation: Strategies & Techniques
Presentation: Forms; interpersonal Communication; Class room presentation; style; method; Individual conferencing: essentials: Public Speaking: method; Techniques: Clarity of substance; emotion; Humour; Modes of Presentation; Overcoming Stage Fear; Audience Analysis & retention of audience interest; Methods of Presentation: Interpersonal; Impersonal; Audience Participation: Quizzes & Interjections.

Unit - IV Technical Communication Skills:
Interview skills; Group Discussion: Objective & Method; Seminar/Conferences Presentation skills: Focus; Content; Style; Argumentation skills: Devices: Analysis; Cohesion & Emphasis; Critical thinking; Nuances: Exposition narration & Description; effective business communication competence: Grammatical; Discourse competence: combination of expression & conclusion; Socio-linguistic competence: Strategic competence: Solution of communication problems with verbal and non verbal means.

Unit - V Dimensions of Oral Communication & Voice Dynamics:
Code and Content; Stimulus & Response; Encoding process; Decoding process; Pronunciation Etiquette; Syllables; Vowel sounds; Consonant sounds; Tone: Rising tone; Falling Tone; Flow in Speaking; Speaking with a purpose; Speech & personality; Professional Personality Attributes: Empathy; Considerateness; Leadership; Competence.

Reference Books

1. Technical Communication – Principles and Practices by Meenakshi Raman & Sangeeta Sharma, Oxford Univ. Press, 2007, New Delhi.
2. Personality Development and Soft Skills by Barun K. Mitra, OUP, 2012, New Delhi.
3. Spoken English- A Manual of Speech and Phonetics by R.K.Bansal & J.B.Harrison, Orient Blackswan, 2013, New Delhi.
4. Business Correspondence and Report Writing by Prof. R.C. Sharma & Krishna Mohan, Tata McGraw Hill & Co. Ltd., 2001, New Delhi.
5. Practical Communication: Process and Practice by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2014, Delhi.

Director
R.D. Engineering College
Duhai, Ghaziabad

6. Modern Technical Writing by Sherman, Theodore A (et.al); Apprentice Hall; New Jersey; U.S.
7. A Text Book of Scientific and Technical Writing by S.D. Sharma; Vikas Publication, Delhi.
8. Skills for Effective Business Communication by Michael Murphy, Harward University, U.S.
9. Business Communication for Managers by Payal Mehra, Pearson Publication, Delhi.

Course Outcomes

1. Students will be enabled to **understand** the nature and objective of Technical Communication relevant for the work place as Engineers.
2. Students will **utilize** the technical writing for the purposes of Technical Communication and its exposure in various dimensions.
3. Students would imbibe inputs by presentation skills to **enhance** confidence in face of diverse audience.
4. Technical communication skills will **create** a vast know-how of the application of the learning to promote their technical competence.
5. It would enable them to **evaluate** their efficacy as fluent & efficient communicators by learning the voice-dynamics.

Director
R.D. Engineering College
Duhai, Ghaziabad

THIRD SEMESTER **CIVIL ENGINEERING** **SESSION 2019-20**

S.No	Subject Codes	Subject	Periods L	T	P	Evaluation Scheme CT	TA	Total	PS	End Semester TE	PE	Total	Credit
1	KOE031-38/KAS303	Engineering Science Course/Maths III	3	1	0	30	20	50		100		150	4
2	KAS301/ KVE301	Technical Communication/ Universal Human Values	2 3	1 0	0 0	30	20	50		100		150	3
3	KCE301	Engg. Mechanics	3	1	0	30	20	50		100		150	4
4	KCE302	Surveying and Geomatics	3	1	0	30	20	50		100		150	4
5	KCE303	Fluid Mechanics	3	0	0	30	20	50		100		150	3
6	KCE351	Building Planning & Drawing Lab	0	0	2				25		25	50	1
7	KCE352	Surveying and Geomatics Lab	0	0	2				25		25	50	1
8	KCE353	Fluid Mechanics Lab	0	0	2				25		25	50	1
9	KCE354	Mini Project or Internship Assessment*	0	0	2			50				50	1
10	KNC301/ KNC302	Computer System Security/ Python Programming	2	0	2	15	10	25		50			0
11		MOOCs (Essential for Hons. Degree)											
		Total										950	22
*The Mini Project or Internship (3-4 weeks) conducted during summer break after II semester and will be assessed during III semester.													

SEMESTER - IV

S.No	Subject Codes	Subject	Periods L	T	P	Evaluation Scheme CT	TA	Total	PS	End Semester TE	PE	Total	Credit
1	KAS403/ KOE041-48	Maths III/ Engg. Science Course	3	1	0	30	20	50		100		150	4
2	KVE401/ KAS401	Universal Human Values/Technical Communication	3 2	0 1	0 0	30	20	50		100		150	3
3	KCE401	Materials, Testing & Construction Practices	3	0	0	30	20	50		100		150	3
4	KCE402	Introduction to Solid Mechanics	3	1	0	30	20	50		100		150	4
5	KCE403	Hydraulic Engineering and Machines	3	1	0	30	20	50		100		150	4
6	KCE451	Material Testing Lab	0	0	2				25		25	50	1
7	KCE452	Solid Mechanics Lab	0	0	2				25		25	50	1
8	KCE453	Hydraulics & Hydraulic Machine Lab	0	0	2				25		25	50	1
9	KNC402/ KNC401	Python Programming/Computer System Security	2	0	0	15	10	25		50			0
10		MOOCs (Essential for Hons. Degree)											
		Total										900	21

Director
R.D. Engineering College
Duhai, Ghaziabad

Technical Communication
(KAS301/401)
(Effective from the session 2019-20)

L T P
2 1 0

Unit -1 Fundamentals of Technical Communication:
Technical Communication: Features; Distinction between General and Technical Communication; Language as a tool of Communication; Dimensions of Communication: Reading & comprehension; Technical writing: sentences; Paragraph; Technical style: Definition, types & Methods; The flow of Communication: Downward; upward, Lateral or Horizontal; Barriers to Communication.

Unit - II Forms of Technical Communication:
Technical Report: Definition & importance; Thesis/Project writing: structure & importance; synopsis writing: Methods; Technical research Paper writing: Methods & style; Seminar & Conference paper writing; Expert Technical Lecture: Theme clarity; Analysis & Findings; 7 Cs of effective business writing: concreteness, completeness, clarity, conciseness, courtesy, correctness, consideration, C.V./Resume writing; Technical Proposal: Types, Structure & Draft.

Unit - III Technical Presentation: Strategies & Techniques
Presentation: Forms; interpersonal Communication; Class room presentation; style; method; Individual conferencing: essentials: Public Speaking: method; Techniques: Clarity of substance; emotion; Humour; Modes of Presentation; Overcoming Stage Fear; Audience Analysis & retention of audience interest; Methods of Presentation: Interpersonal; Impersonal; Audience Participation: Quizzes & Interjections.

Unit - IV Technical Communication Skills:
Interview skills; Group Discussion: Objective & Method; Seminar/Conferences Presentation skills: Focus; Content; Style; Argumentation skills: Devices: Analysis; Cohesion & Emphasis; Critical thinking; Nuances: Exposition narration & Description; effective business communication competence: Grammatical; Discourse competence: combination of expression & conclusion; Socio-linguistic competence: Strategic competence: Solution of communication problems with verbal and non verbal means.

Unit - V Dimensions of Oral Communication & Voice Dynamics:
Code and Content; Stimulus & Response; Encoding process; Decoding process; Pronunciation Etiquette; Syllables; Vowel sounds; Consonant sounds; Tone: Rising tone; Falling Tone; Flow in Speaking; Speaking with a purpose; Speech & personality; Professional Personality Attributes: Empathy; Considerateness; Leadership; Competence.

Reference Books

1. Technical Communication – Principles and Practices by Meenakshi Raman & Sangeeta Sharma, Oxford Univ. Press, 2007, New Delhi.
2. Personality Development and Soft Skills by Barun K. Mitra, OUP, 2012, New Delhi.
3. Spoken English- A Manual of Speech and Phonetics by R.K.Bansal & J.B.Harrison, Orient Blackswan, 2013, New Delhi.
4. Business Correspondence and Report Writing by Prof. R.C. Sharma & Krishna Mohan, Tata McGraw Hill & Co. Ltd., 2001, New Delhi.
5. Practical Communication: Process and Practice by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2014, Delhi.

Director
R.D. Engineering College
Duhai, Ghaziabad

6. Modern Technical Writing by Sherman, Theodore A (et.al); Apprentice Hall; New Jersey; U.S.
7. A Text Book of Scientific and Technical Writing by S.D. Sharma; Vikas Publication, Delhi.
8. Skills for Effective Business Communication by Michael Murphy, Harward University, U.S.
9. Business Communication for Managers by Payal Mehra, Pearson Publication, Delhi.

Course Outcomes

1. Students will be enabled to **understand** the nature and objective of Technical Communication relevant for the work place as Engineers.
2. Students will **utilize** the technical writing for the purposes of Technical Communication and its exposure in various dimensions.
3. Students would imbibe inputs by presentation skills to **enhance** confidence in face of diverse audience.
4. Technical communication skills will **create** a vast know-how of the application of the learning to promote their technical competence.
5. It would enable them to **evaluate** their efficacy as fluent & efficient communicators by learning the voice-dynamics.

Director
R.D. Engineering College
Duhai, Ghaziabad

THIRD SEMESTER **CIVIL ENGINEERING** **SESSION 2019-20**

S.No	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KOE031-38/KAS303	Engineering Science Course/Maths III	3	1	0	30	20	50		100		150	4
2	KAS301/ KVE301	Technical Communication/ Universal Human Values	2 3	1 0	0 0	30	20	50		100		150	3
3	KCE301	Engg. Mechanics	3	1	0	30	20	50		100		150	4
4	KCE302	Surveying and Geomatics	3	1	0	30	20	50		100		150	4
5	KCE303	Fluid Mechanics	3	0	0	30	20	50		100		150	3
6	KCE351	Building Planning & Drawing Lab	0	0	2				25		25	50	1
7	KCE352	Surveying and Geomatics Lab	0	0	2				25		25	50	1
8	KCE353	Fluid Mechanics Lab	0	0	2				25		25	50	1
9	KCE354	Mini Project or Internship Assessment*	0	0	2			50				50	1
10	KNC301/ KNC302	Computer System Security/ Python Programming	2	0	2	15	10	25		50			0
11		MOOCs (Essential for Hons. Degree)											
		Total										950	22

*The Mini Project or Internship (3-4 weeks) conducted during summer break after II semester and will be assessed during III semester.

SEMESTER - IV

S.No	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KAS403/ KOE041-48	Maths III/ Engg. Science Course	3	1	0	30	20	50		100		150	4
2	KVE401/ KAS401	Universal Human Values/Technical Communication	3 2	0 1	0 0	30	20	50		100		150	3
3	KCE401	Materials, Testing & Construction Practices	3	0	0	30	20	50		100		150	3
4	KCE402	Introduction to Solid Mechanics	3	1	0	30	20	50		100		150	4
5	KCE403	Hydraulic Engineering and Machines	3	1	0	30	20	50		100		150	4
6	KCE451	Material Testing Lab	0	0	2				25		25	50	1
7	KCE452	Solid Mechanics Lab	0	0	2				25		25	50	1
8	KCE453	Hydraulics & Hydraulic Machine Lab	0	0	2				25		25	50	1
9	KNC402/ KNC401	Python Programming/Computer System Security	2	0	0	15	10	25		50			0
10		MOOCs (Essential for Hons. Degree)											
		Total										900	21

Director
R.D. Engineering College
Duhai, Ghaziabad

KVE401	Universal Human Values and Professional Ethics	L	T	P	C
		3	0	0	3

Objectives:

1. To help students distinguish between values and skills, and understand the need, basic guidelines, content and process of value education.
2. To help students initiate a process of dialog within themselves to know what they 'really want to be' in their life and profession
3. To help students understand the meaning of happiness and prosperity for a human being.
4. To facilitate the students to understand harmony at all the levels of human living, and live accordingly.
5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life

Course Outcome:

On completion of this course, the students will be able to

1. Understand the significance of value inputs in a classroom, distinguish between values and skills, understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperity and do a correct appraisal of the current scenario in the society
2. Distinguish between the Self and the Body, understand the meaning of Harmony in the Self the Co-existence of Self and Body.
3. Understand the value of harmonious relationship based on trust, respect and other naturally acceptable feelings in human-human relationships and explore their role in ensuring a harmonious society
4. Understand the harmony in nature and existence, and work out their mutually fulfilling participation in the nature.
5. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

Catalogue Description

Every human being has two sets of questions to answer for his life: a) what to do? and, b) how to do?. The first set pertains to the value domain, and the other to the skill domain. Both are complimentary, but value domain has a higher priority. Today, education has become more and more skill biased, and hence, the basic aspiration of a human being, that is to live with happiness and prosperity, gets defeated, in spite of abundant technological progress. This course is aimed at giving inputs that will help to ensure the right understanding and right feelings in the students in their life and profession, enabling them to lead an ethical life. In this course, the students learn the process of self-exploration, the difference between the Self and the Body, the naturally acceptable feelings in relationships in a family, the comprehensive human goal in the society, the mutual fulfillment in the nature and the co-existence in existence. As a natural outcome of such inputs, they are able to evaluate an ethical life and profession ahead.

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT-1 **Course Introduction - Need, Basic Guidelines, Content and Process for Value Education**

Understanding the need, basic guidelines, content and process for Value Education, Self-Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration, Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority, Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario, Method to fulfill the above human aspirations: understanding and living in harmony at various levels.

UNIT-2 **Understanding Harmony in the Human Being - Harmony in Myself**

Understanding human being as a co-existence of the sentient 'I' and the material 'Body', Understanding the needs of Self ('I') and 'Body' - Sukh and Suvidha, Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer), Understanding the characteristics and activities of 'I' and harmony in 'I', Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail, Programs to ensure Sanyam and Swasthya.

UNIT-3 **Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**

Understanding harmony in the Family- the basic unit of human interaction , Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*; Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship, Understanding the meaning of *Vishwas*; Difference between intention and competence, Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship, Understanding the harmony in the society (society being an extension of family): *Samadhan*, *Samridhi*, *Abhay*, *Sah-astitva* as comprehensive Human Goals, Visualizing a universal harmonious order in society- Undivided Society (*AkhandSamaj*), Universal Order (*SarvabhaumVyawastha*)- from family to world family!.

UNIT-4 **Understanding Harmony in the Nature and Existence - Whole existence as Co-existence**

Understanding the harmony in the Nature, Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature, Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.

UNIT-5 **Implications of the above Holistic Understanding of Harmony on Professional Ethics**

Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Competence in Professional Ethics: a) Ability to utilize the professional competence for augmenting universal human order, b) Ability to identify the scope and characteristics of people-friendly and eco-friendly

Director
R.D. Engineering College
Duhai, Ghaziabad

production systems, technologies and management models, Case studies of typical holistic technologies, management models and production systems, Strategy for transition from the present state to Universal Human Order: a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers, b) At the level of society: as mutually enriching institutions and organizations.

Text Books:

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

References:

1. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA
2. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
4. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
5. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
6. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
7. A N Tripathy, 2003, Human Values, New Age International Publishers.
8. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
9. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers , Oxford University Press
10. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
11. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

Mode of Evaluation:

Assignment/ Seminar/Continuous Assessment Test/Semester End Exam

Director
R.D. Engineering College
Duhai, Ghaziabad

SIXTH SEMESTER

CIVIL ENGINEERING

SESSION 2018-19

Sl No.	Subject Code	Subject Name	Teaching Deptt.	L-T-P	Th/Lab Marks	Sessional		Total	Credit
					ESE	CT	TA.		
1	RAS601	INDUSTRIAL MANAGEMENT	Applied Science	3—0---0	70	20	10	100	3
2	RUC601/ RAS602	CYBER SECURITY/SOCIOLOGY	Applied Science	3—0---0	70	20	10	100	3
3	RCE601	DESIGN OF STRUCTURE-II	Core Deptt.	3—0---0	70	20	10	100	3
4	RCE602	ENVIRONMENTAL ENGINEERING	Core Deptt.	3—1---0	70	20	10	100	4
5	RCE603	TRANSPORTATION ENGINEERING	Core Deptt.	3—0---0	70	20	10	100	3
6	RCE061 REC062 RCE063	**ELECTIVE -2** FOUNDATION DESIGN INTEGRATED WASTE MANAGEMENT FOR A SMART CITY GEOSYNTHESIS AND REINFORCED SOIL STRUCTURES	Core Deptt.	3—1---0	70	20	10	100	4
7	RCE651	CAD LAB-2	Core Deptt.	0—0---2	50		50	100	1
8	RCE652	ENVIRONMENTAL ENGINEERING LAB	Core Deptt.	0—0---2	50		50	100	1
9	RCE653	TRANSPORTATION ENGINEERING LAB	Core Deptt.	0—0---2	50		50	100	1
10	RCE 654	STRUCTURAL DETAILING LAB	Core Deptt.	0—0---2	50		50	100	1
	TOTAL				620	120	260	**1000**	**24**

Director
R.D. Engineering College
Duhai, Ghaziabad

RAS502/ RAS602	SOCIOLOGY	L-T-P: 3-0-0
Unit	**Topic**	**Proposed Lecture**
I	Industrial Sociology: Nature, Scope and Importance of Industrial Sociology. Social Relations in Industry, Social Organisation in Industry- Bureaucracy, Scientific Management and Human Relations.	**06**
II	Rise and Development of Industry: Early Industrialism – Types of Productive Systems – The Manorial or Feudal system. The Guild system, The domestic or putting-out system, and the Factory system. Characteristics of the factory system. Causes and Consequences of industrialization. Obstacles to and Limitations of Industrialization.	**06**
III	Industrialization in India. Industrial Policy Resolutions – 1956.Science. Technology and Innovation Policy of India 2013.	**06**
IV	Contemporary Issues: Grievances and Grievance handling Procedure. Industrial Disputes: causes, Strikes and Lockouts. Preventive Machinery of Industrial Disputes: Schemes of Workers Participation in Management- Works Committee, Collective Bargaining, Bi-partite & Tri-partite Agreement, Code of Discipline, Standing Orders. Labour courts & Industrial Tribunals.	**06**
V	Visualizing the future: Models of industrialization- Collectivist, anarchist, free market, environmentalist, etc. Cultural issues, consumer society and sociological concerns.	**06**

References:

1. PREMVIR KAPOOOR, Sociology & Economics for Engineers, Khanna Publishing House (Edition 2018).
2. GISBERT PASCAL, Fundamentals of Industrial sociology, Tata McGraw Hill, New Delhi, 1972.
2. SCHNEIDER ENGNO V., Industrial Sociology 2nd Ed., McGraw Hill Publishing Co., New Delhi, 1979.
3. MAMORIA C.B. And MAMORIA S., Dynamics of Industrial Relations in India.
4. SINHA G.P. and P.R.N. SINHA, Industrial Relations and Labour Legislations, New Delhi, Oxford and IBH Publishing Co., 1977.
5. S.C. SHARMA, Industrial Safety and Health Management, Khanna Book Publishing Co. (P) Ltd., Delhi (ISBN: 978-93-86173-188)
5. NADKARNI, LAKSHMI, Sociology of Industrial Worker, Rawat, Jaipur,1998.
6. BHOWMICK SHARIT, Industry, Labour and Society,Orient, 2012.
7. RICHARD BROWN, JOHN CHILD, AND S R PARKER, The Sociology of Industry 1st Edition, Routledge, 2015.

Director
R.D. Engineering College
Duhai, Ghaziabad

SIXTH SEMESTER

CIVIL ENGINEERING

SESSION 2018-19

Sl No.	Subject Code	Subject Name	Teaching Deptt.	L-T-P	Th/Lab Marks	Sessional		Total	Credit
					ESE	CT	TA.		
1	RAS601	INDUSTRIAL MANAGEMENT	Applied Science	3—0---0	70	20	10	100	3
2	RUC601/ RAS602	CYBER SECURITY/SOCIOLOGY	Applied Science	3—0---0	70	20	10	100	3
3	RCE601	DESIGN OF STRUCTURE-II	Core Deptt.	3—0---0	70	20	10	100	3
4	RCE602	ENVIRONMENTAL ENGINEERING	Core Deptt.	3—1---0	70	20	10	100	4
5	RCE603	TRANSPORTATION ENGINEERING	Core Deptt.	3—0---0	70	20	10	100	3
6	RCE061 REC062 RCE063	**ELECTIVE -2** FOUNDATION DESIGN INTEGRATED WASTE MANAGEMENT FOR A SMART CITY GEOSYNTHESIS AND REINFORCED SOIL STRUCTURES	Core Deptt.	3—1---0	70	20	10	100	4
7	RCE651	CAD LAB-2	Core Deptt.	0—0---2	50		50	100	1
8	RCE652	ENVIRONMENTAL ENGINEERING LAB	Core Deptt.	0—0---2	50		50	100	1
9	RCE653	TRANSPORTATION ENGINEERING LAB	Core Deptt.	0—0---2	50		50	100	1
10	RCE 654	STRUCTURAL DETAILING LAB	Core Deptt.	0—0---2	50		50	100	1
	TOTAL				620	120	260	**1000**	**24**

Director
R.D. Engineering College
Duhai, Ghaziabad

RUC501 /RUC601	CYBER SECURITY	L-T-P: 3-0-0
Unit	**Topic**	**Proposed Lecture**
I	**Introduction-** Introduction to Information Systems, Types of Information Systems, Development of Information Systems, Introduction to Information Security, Need for Information Security, Threats to Information Systems, Information Assurance, Cyber Security, and Security Risk Analysis.	**08**
II	**Application Security-** (Database, E-mail and Internet), Data Security Considerations-Backups, Archival Storage and Disposal of Data, Security Technology-Firewall and VPNs, Intrusion Detection, Access Control. Security Threats -Viruses, Worms, Trojan Horse, Bombs, Trapdoors, Spoofs, E-mail Viruses, Macro Viruses, Malicious Software, Network and Denial of Services Attack, Security Threats to E-Commerce- Electronic Payment System, e- Cash, Credit/Debit Cards. Digital Signature, Public Key Cryptography	**08**
III	**Developing Secure Information Systems-** Application Development Security, Information Security Governance & Risk Management, Security Architecture & Design Security Issues in Hardware, Data Storage & Downloadable Devices, Physical Security of IT Assets, Access Control, CCTV and Intrusion Detection Systems, Backup Security Measures.	**08**
IV	**Security Policies-** Development of Policies, WWW Policies, Email Security Policies, Policy Review Process-Corporate Policies-Sample Security Policies, Publishing and Notification Requirement of the Policies. **Evolving Technology Security –** Mobile, Cloud, Outsourcing, SCM.	**08**
V	**Information Security Standards-**ISO, IT Act, Copyright Act, Patent Law, IPR. Cyber Laws in India; IT Act 2000 Provisions, Intellectual Property Law: Copy Right Law, Software License, Semiconductor Law and Patent Law. **Case Study –** Corporate Security	**08**

References:

1. Charles P. Pfleeger, Shari Lawerance Pfleeger, "Analysing Computer Security", Pearson Education India.
2. V.K.Pachghare, "Cryptography and information Security", PHI Learning Private Limited, Delhi India.
3. Sarika Gupta & Gaurav Gupta, Information Security and Cyber Laws, Khanna Publishing House
4. Anshul Kaushik, Cyber Security, Khanna Publishing House
5. Dr.Surya Prakash Tripathi, Ritendra Goyal, Praveen Kumar Shukla ,"Introduction to Information Security and Cyber Law" Willey Dreamtech Press.
6. Michael E.Whitman and Herbert J Mattord "Principle of Information Security" Cengage
7. Mike Chapple and David Seidl "Cyberwarfare: Information operations in a connected world" Jones & Bartlett Learning
8. Schou, Shoemaker, "Information Assurance for the Enterprise", Tata McGraw Hill.
9. CHANDER, HARISH," Cyber Laws And It Protection " , PHI Learning Private Limited ,Delhi
10. V.K. Jain, Cryptography and Network Security, Khanna Publishing House, Delhi

Director
R.D. Engineering College
Duhai, Ghaziabad

THIRD SEMESTER **CIVIL ENGINEERING** **SESSION 2019-20**

S.No	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KOE031-38/KAS303	Engineering Science Course/Maths III	3	1	0	30	20	50		100		150	4
2	KAS301/ KVE301	Technical Communication/ Universal Human Values	2 3	1 0	0 0	30	20	50		100		150	3
3	KCE301	Engg. Mechanics	3	1	0	30	20	50		100		150	4
4	KCE302	Surveying and Geomatics	3	1	0	30	20	50		100		150	4
5	KCE303	Fluid Mechanics	3	0	0	30	20	50		100		150	3
6	KCE351	Building Planning & Drawing Lab	0	0	2				25		25	50	1
7	KCE352	Surveying and Geomatics Lab	0	0	2				25		25	50	1
8	KCE353	Fluid Mechanics Lab	0	0	2				25		25	50	1
9	KCE354	Mini Project or Internship Assessment*	0	0	2			50				50	1
10	KNC301/ KNC302	Computer System Security/ Python Programming	2	0	2	15	10	25		50			0
11		MOOCs (Essential for Hons. Degree)											
		Total										950	22
*The Mini Project or Internship (3-4 weeks) conducted during summer break after II semester and will be assessed during III semester.													

SEMESTER - IV

S.No	Subject Codes	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KAS403/ KOE041-48	Maths III/ Engg. Science Course	3	1	0	30	20	50		100		150	4
2	KVE401/ KAS401	Universal Human Values/Technical Communication	3 2	0 1	0 0	30	20	50		100		150	3
3	KCE401	Materials, Testing & Construction Practices	3	0	0	30	20	50		100		150	3
4	KCE402	Introduction to Solid Mechanics	3	1	0	30	20	50		100		150	4
5	KCE403	Hydraulic Engineering and Machines	3	1	0	30	20	50		100		150	4
6	KCE451	Material Testing Lab	0	0	2				25		25	50	1
7	KCE452	Solid Mechanics Lab	0	0	2				25		25	50	1
8	KCE453	Hydraulics & Hydraulic Machine Lab	0	0	2				25		25	50	1
9	KNC402/ KNC401	Python Programming/Computer System Security	2	0	0	15	10	25		50			0
10		MOOCs (Essential for Hons. Degree)											
		Total										900	21

Director
R.D. Engineering College
Duhai, Ghaziabad

KVE401	Universal Human Values and Professional Ethics	L	T	P	C
		3	0	0	3

Objectives:

1. To help students distinguish between values and skills, and understand the need, basic guidelines, content and process of value education.
2. To help students initiate a process of dialog within themselves to know what they 'really want to be' in their life and profession
3. To help students understand the meaning of happiness and prosperity for a human being.
4. To facilitate the students to understand harmony at all the levels of human living, and live accordingly.
5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life

Course Outcome:

On completion of this course, the students will be able to

1. Understand the significance of value inputs in a classroom, distinguish between values and skills, understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperity and do a correct appraisal of the current scenario in the society
2. Distinguish between the Self and the Body, understand the meaning of Harmony in the Self the Co-existence of Self and Body.
3. Understand the value of harmonious relationship based on trust, respect and other naturally acceptable feelings in human-human relationships and explore their role in ensuring a harmonious society
4. Understand the harmony in nature and existence, and work out their mutually fulfilling participation in the nature.
5. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

Catalogue Description

Every human being has two sets of questions to answer for his life: a) what to do? and, b) how to do?. The first set pertains to the value domain, and the other to the skill domain. Both are complimentary, but value domain has a higher priority. Today, education has become more and more skill biased, and hence, the basic aspiration of a human being, that is to live with happiness and prosperity, gets defeated, in spite of abundant technological progress. This course is aimed at giving inputs that will help to ensure the right understanding and right feelings in the students in their life and profession, enabling them to lead an ethical life. In this course, the students learn the process of self-exploration, the difference between the Self and the Body, the naturally acceptable feelings in relationships in a family, the comprehensive human goal in the society, the mutual fulfillment in the nature and the co-existence in existence. As a natural outcome of such inputs, they are able to evaluate an ethical life and profession ahead.

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT-1 **Course Introduction - Need, Basic Guidelines, Content and Process for Value Education**

Understanding the need, basic guidelines, content and process for Value Education, Self-Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration, Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority, Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario, Method to fulfill the above human aspirations: understanding and living in harmony at various levels.

UNIT-2 **Understanding Harmony in the Human Being - Harmony in Myself**

Understanding human being as a co-existence of the sentient 'I' and the material 'Body', Understanding the needs of Self ('I') and 'Body' - Sukh and Suvidha, Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer), Understanding the characteristics and activities of 'I' and harmony in 'I', Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail, Programs to ensure Sanyam and Swasthya.

UNIT-3 **Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**

Understanding harmony in the Family- the basic unit of human interaction , Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*; Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship, Understanding the meaning of *Vishwas*; Difference between intention and competence, Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship, Understanding the harmony in the society (society being an extension of family): *Samadhan*, *Samridhi*, *Abhay*, *Sah-astitva* as comprehensive Human Goals, Visualizing a universal harmonious order in society- Undivided Society (*AkhandSamaj*), Universal Order (*SarvabhaumVyawastha*)- from family to world family!.

UNIT-4 **Understanding Harmony in the Nature and Existence - Whole existence as Co-existence**

Understanding the harmony in the Nature, Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature, Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.

UNIT-5 **Implications of the above Holistic Understanding of Harmony on Professional Ethics**

Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Competence in Professional Ethics: a) Ability to utilize the professional competence for augmenting universal human order, b) Ability to identify the scope and characteristics of people-friendly and eco-friendly

Director
R.D. Engineering College
Duhai, Ghaziabad

production systems, technologies and management models, Case studies of typical holistic technologies, management models and production systems, Strategy for transition from the present state to Universal Human Order: a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers, b) At the level of society: as mutually enriching institutions and organizations.

Text Books:

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

References:

1. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA
2. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
4. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
5. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
6. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
7. A N Tripathy, 2003, Human Values, New Age International Publishers.
8. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
9. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers , Oxford University Press
10. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
11. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

Mode of Evaluation:

Assignment/ Seminar/Continuous Assessment Test/Semester End Exam

Director
R.D. Engineering College
Duhai, Ghaziabad

FIFTH SEMESTER **CIVIL ENGINEERING** **SESSION 2020-21**

.No	Subject Code	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KCE 501	Geotechnical Engineering	3	1	0	30	20	50		100		150	4
2	KCE 502	Structural Analysis	3	1	0	30	20	50		100		150	4
3	KCE 503	Quantity Estimation and Construction Management	3	1	0	30	20	50		100		150	4
4		Departmental Elective-I	3	0	0	30	20	50		100		150	3
	KCE 051	Concrete Technology											
	KCE 052	Modern Construction Materials											
	KCE 053	Open Channel Flow											
	KCE 054	Engineering Geology											
5		Departmental Elective-II	3	0	0	30	20	50		100		150	3
	KCE-055	Engineering Hydrology											
	KCE-056	Sensor and Instrumentation Technologies for Civil Engineering Applications											
	KCE-057	Air and Noise Pollution Control											
	KCE-058	GIS and Advance Remote Sensing											
6	KCE-551	CAD Lab	0	0	2				25		25	50	1
7	KCE-552	Geotechnical Engineering Lab	0	0	2				25		25	50	1
8	KCE-553	Quantity Estimation and Management Lab	0	0	2				25		25	50	1
9	KCE-554	Mini Project or Internship Assessment*	0	0	2				50			50	1
10	KNC501/ KNC502	Constitution of India, Law and Engineering / Indian Tradition, Culture and Society	2	0	0								
11		MOOCs (Essential for Hons. Degree)											
		Total	17	3	8							950	22

* The Mini Project or Internship (4 weeks) conducted during semester break after IV semester and will be assessed during V semester.

NOTE:

1. Regular classroom interaction with industry experts is to be ensured in all theory courses (minimum two expert talks from relevant Industry).
2. Working on experiments using virtual labs is to be ensured in lab courses.
3. Student's visit to Industry/Industry Expert's project site must be arranged as & when possible.

Director
R.D. Engineering College
Duhai, Ghaziabad

SYLLABUS

1	KNC501/ KNC601	CONSTITUTION OF INDIA, LAW AND ENGINEERING

Director
R.D. Engineering College
Duhai, Ghaziabad

CONSTITUTION OF INDIA, LAW AND ENGINEERING

L:T: P: 2: 0:0

Module 1--Introduction and Basic Information about Indian Constitution:

Meaning of the constitution law and constitutionalism, Historical Background of the Constituent Assembly, Government of India Act of 1935 and Indian Independence Act of 1947,Enforcement of the Constitution, Indian Constitution and its Salient Features, The Preamble of the Constitution, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy, Parliamentary System, Federal System, Centre-State Relations, Amendment of the Constitutional Powers and Procedure, The historical perspectives of the constitutional amendments in India, Emergency Provisions: National Emergency, President Rule, Financial Emergency, and Local Self Government – Constitutional Scheme in India.

Module 2-Union Executive and State Executive:

Powers of Indian Parliament Functions of Rajya Sabha, Functions of Lok Sabha, Powers and Functions of the President, Comparison of powers of Indian President with the United States, Powers and Functions of the Prime Minister, Judiciary – The Independence of the Supreme Court, Appointment of Judges, Judicial Review, Public Interest Litigation, Judicial Activism, LokPal, Lok Ayukta, The Lokpal and Lok ayuktas Act 2013, State Executives – Powers and Functions of the Governor, Powers and Functions of the Chief Minister, Functions of State Cabinet, Functions of State Legislature, Functions of High Court and Subordinate Courts.

Module 3- Introduction and Basic Information about Legal System:

The Legal System: Sources of Law and the Court Structure: Enacted law -Acts of Parliament are of primary legislation, Common Law or Case law, Principles taken from decisions of judges constitute binding legal rules. The Court System in India and Foreign Courtiers (District Court, District Consumer Forum, Tribunals, High Courts, Supreme Court). Arbitration: As an alternative to resolving disputes in the normal courts, parties who are in dispute can agree that this will instead be referred to arbitration. Contract law, Tort, Law at workplace.

Module 4- Intellectual Property Laws and Regulation to Information:

Intellectual Property Laws: Introduction, Legal Aspects of Patents, Filing of Patent Applications, Rights from Patents, Infringement of Patents, Copyright and its Ownership, Infringement of Copyright, Civil Remedies for Infringement, Regulation to Information-Introduction, Right to Information Act, 2005, Information Technology Act, 2000, Electronic Governance, Secure Electronic Records and Digital Signatures, Digital Signature Certificates, Cyber Regulations Appellate Tribunal, Offences, Limitations of the Information Technology Act.

Module 5 -Business Organizations and E-Governance:

Sole Traders, Partnerships: Companies: The Company's Act: Introduction, Formation of a Company, Memorandum of Association, Articles of Association, Prospectus, Shares, Directors, General Meetings and Proceedings, Auditor, Winding up.

E-Governance and role of engineers in E-Governance, Need for reformed engineering serving at the Union and State level, Role of I.T. professionals in Judiciary, Problem of Alienation and Secessionism in few states creating hurdles in Industrial development.

Director
R.D. Engineering College
Duhai, Ghaziabad

COURSE OBJECTIVE:

- To acquaint the students with legacies of constitutional development in India and help those to understand the most diversified legal document of India and philosophy behind it.
- To make students aware of the theoretical and functional aspects of the Indian Parliamentary System.
- To channelize students' thinking towards basic understanding of the legal concepts and its implications for engineers.
- To acquaint students with latest intellectual property rights and innovation environment with related regulatory framework.
- To make students learn about role of engineering in business organizations and e-governance.

COURSE OUTCOME: At the end of the course, learners should be able to-

1. Identify and explore the basic features and modalities about Indian constitution.
2. Differentiate and relate the functioning of Indian parliamentary system at the center and state level.
3. Differentiate different aspects of Indian Legal System and its related bodies.
4. Discover and apply different laws and regulations related to engineering practices.
5. Correlate role of engineers with different organizations and governance models

Pedagogy: Lecture, Problem based learning, Group discussions, Visual media, Films, Documentaries, Debate forums.

Suggested Readings:

- Brij Kishore Sharma: *Introduction to the Indian Constitution*, 8th Edition, PHI Learning Pvt. Ltd.
- Granville Austin: *The Indian Constitution: Cornerstone of a Nation (Classic Reissue)*, Oxford University Press.
- S.G Subramanian: *Indian Constitution and Indian Polity*, 2nd Edition, Pearson Education 2020.
- Subhash C. Kashyap: *Our Constitution: An Introduction to India's Constitution and constitutional Law*, NBT, 2018.
- Madhav Khosla: *The Indian Constitution*, Oxford University Press.
- PM Bakshi: *The Constitution of India*, Latest Edition, Universal Law Publishing.
- V.K. Ahuja: *Law Relating to Intellectual Property Rights* (2007)
- Suresh T. Viswanathan: *The Indian Cyber Laws, Bharat Law House*, New Delhi-88
- P. Narayan: Intellectual Property Law, Eastern Law House, New Delhi
- Prabudh Ganguli: *Gearing up for Patents: The Indian Scenario*, Orient Longman.
- BL Wadehra: Patents, Trademarks, *Designs and Geological Indications Universal Law* Publishing - LexisNexis.
- *Intellectual Property Rights: Law and Practice, Module III* by ICSI (only relevant sections)
- Executive programme study material Company Law, Module II, by ICSI (The Institute of Companies Secretaries of India) (Only relevant sections i.e., Study 1, 4 and 36).https://www.icsi.edu/media/webmodules/publications/Company%20Law.pdf
- Handbook on e-Governance Project Lifecycle, Department of Electronics & Information Technology, Government of India, https://www.meity.gov.in/writereaddata/files/e-Governance_Project_Lifecycle_Participant_Handbook-5Day_CourseV1_20412.pdf
- Companies Act, 2013 Key highlights and analysis by PWC. https://www.pwc.in/assets/pdfs/publications/2013/companies-act-2013-key-highlights-and-analysis.pdf

Director
R.D. Engineering College
Dunai, Ghaziabad

SIXTH SEMESTER **CIVIL ENGINEERING** **SESSION 2020-21**

S.No	Subject Code	Subject	Periods			Evaluation Scheme				End Semester		Total	Credit
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KCE 601	Design of Concrete Structures	3	1	0	30	20	50		100		150	4
2	KCE 602	Transportation Engineering	3	1	0	30	20	50		100		150	4
3	KCE 603	Environmental Engineering	3	1	0	30	20	50		100		150	4
4		Departmental Elective-III	3	0	0	30	20	50		100		150	3
	KCE 061	Advance Structural Analysis											
	KCE 062	River Engineering											
	KCE 063	Repair and Rehabilitation of Structures											
	KCE 064	Foundation Design											
5		Open Elective-I	3	0	0	30	20	50		100		150	3
6	KCE 651	Transportation Engineering Lab	0	0	2				25		25	50	1
7	KCE 652	Environmental Engineering Lab	0	0	2				25		25	50	1
8	KCE 653	Structural Detailing Lab	0	0	2				25		25	50	1
9	KNC601/ KNC602	Constitution of India, Law and Engineering / Indian Tradition, Culture and Society	2	0	0	15	10	25		50			
10		MOOCs (Essential for Hons. Degree)											
		Total	17	3	6							900	21

NOTE:

1. Regular classroom interaction with industry experts is to be ensured in all theory courses (minimum two expert talks from relevant Industry).
2. Working on experiments using virtual labs is to be ensured in lab courses.
3. Student's visit to Industry/Industry Expert's project site must be arranged as & when possible.

Director
R.D. Engineering College
Duhai, Ghaziabad

SYLLABUS

2	KNC502/ KNC602	INDIAN TRADITION, CULTURE AND SOCIETY

Director
R.D. Engineering College
Duhai, Ghaziabad

2019-20

MBA 1st Year Course Structure in accordance with AICTE Model Curriculum
Effective w.e.f. Academic Session 2018
SEMESTER - I

S. No	CODE	SUBJECT	PERIODS			EVALUATION SCHEME				END SEMESTER		TOTAL	CREDIT
			L	T	P	CT	TA	TOTAL	PS	TE	PE		
1	KMB 101	MANAGEMENT CONCEPT & INDIAN ETHOS	4	0	0	30	20	50	0	100	0	150	3
2	KMB102	MANAGERIAL ECONOMICS	4	0	0	30	20	50	0	100	0	150	3
3	KMB103	FINANCIAL ACCOUNTING FOR MANAGERS	4	0	0	30	20	50	0	100	0	150	3
4	KMB104	BUSINESS STATISTICS AND ANALYSIS	4	0	0	30	20	50	0	100	0	150	3
5	KMB105	ORGANISATIONAL BEHAVIOUR	4	0	0	30	20	50	0	100	0	150	3
6	KMB106	MARKETING MANAGEMENT - I	4	0	0	30	20	50	0	100	0	150	3
7	KMB107	BUSINESS COMMUNICATION	4	0	0	30	20	50	0	100	0	150	3
8	KMB108	COMPUTER APPLICATION IN MANAGEMENT	3	0	1	30	20	50	0	100	0	150	3
9	NON CREDIT	DEVELOPING SOFT SKILLS & PERSONALITY	2	0	0							0	0
		TOTAL										**1200**	**24**

SEMESTER - II

S. No	CODE	SUBJECT	PERIODS			EVALUATION SCHEME				END SEMESTER		TOTAL	CREDIT
			L	T	P	CT	TA	TOTAL	PS	TE	PE		
1	KMB 201	BUSINESS ENVIRONMENT	4	0	0	30	20	50	0	100	0	150	3
2	KMB202	HUMAN RESOURCE MANAGEMENT	4	0	0	30	20	50	0	100	0	150	3
3	KMB203	BUSINESS RESEARCH METHODS	4	0	0	30	20	50	0	100	0	150	3
4	KMB204	FINANCIAL MANAGEMENT & CORPORATE FINANCE	4	0	0	30	20	50	0	100	0	150	3
5	KMB205	OPERATIONS MANAGEMENT	4	0	0	30	20	50	0	100	0	150	3
6	KMB206	QUANTITATIVE TECHNIQUES FOR MANAGERS	4	0	0	30	20	50	0	100	0	150	3
7	KMB207	LEGAL ASPECTS OF BUSINESS	4	0	0	30	20	50	0	100	0	150	3
8	KMB208	MARKETING MANAGEMENT – II	4	0	0	30	20	50	0	100	0	150	3
9	KMB209	COMPREHENSIVE VIVA	0	0	0					100	0	100	3
10	NON CREDIT	DEVELOPING SOFT SKILLS & PERSONALITY	2	0	0							0	0
		TOTAL										1300	27

Director
R.D. Engineering College
Duhai, Ghaziabad

2019-2020 19-20

Dr. APJ Abdul Kalam Technical University, Lucknow

Study and Evaluation Scheme

MCA (Master of Computer Applications)
(Effective From Session 2016-17)

Year – I Semester - I

Sl. No.	Subject Code	Subject Name	Periods			Evaluation Scheme					Credit
			L	T	P	Session Exams			ESE	Subject Total	
						CT	TA	Total			
1	RCA105	Professional Communication	3	1	0	20	10	30	70	100	04
2	RCA101	Computer Concepts & Principals of Programming	3	1	0	20	10	30	70	100	04
3	RCA102	Accounting & Financial Management	3	1	0	20	10	30	70	100	04
4	RCA103	Discrete Mathematics	3	1	0	20	10	30	70	100	04
5	RCA104	Computer Organization & Architecture	3	1	0	20	10	30	70	100	04
Practical											
6	RCA151	Professional Communication Lab	0	0	3	30	20	50	50	100	02
7	RCA152	Programming Lab	0	0	3	30	20	50	50	100	02
		Total	15	4	5					700	24

Director
R.D. Engineering College
Duhai, Ghaziabad

Year – I Semester - II

Sl. No.	Subject Code	Subject Name	Periods			Evaluation Scheme					Credit
			L	T	P	Session Exams			ESE	Subject Total	
						CT	TA	Total			
1	RCA201	Computer Based Numerical & Statistical Techniques	3	1	0	20	10	30	70	100	04
2	RCA202	Data Structures	3	1	0	20	10	30	70	100	04
3	RCA203	Introduction to Automata Theory & Languages	3	1	0	20	10	30	70	100	04
4	RCA204	Innovation & Entrepreneurship	3	1	0	20	10	30	70	100	04
5	RHU001	Human Values & Professional Ethics	3	0	0	20	10	30	70	100	03
Practical											
6	RCA251	Computer Based Numerical & Statistical Techniques Lab	0	0	3	30	20	50	50	100	02
7	RCA252	Data Structure Lab	0	0	6	30	20	50	50	100	03
		Total	14	4	6					700	24

Director
R.D. Engineering College
Duhai, Ghaziabad

Professional Communication

MCA I Semester

Unit-1:

Fundamentals of Communication Technical Communication: features: Distinction between General and Technical communication; Language as a tool of communication; Levels of communication: Interpersonal, Organizational, Mass communications; The flow of Communication: Downward, Upward, Lateral of Horizontal (Peer group): Importance of technical communication; Barriers to Communication.

Unit-II:

Constituents of Technical Written Communication Words and Phrases: Word formation. Synonyms and Antonyms; Homophones; Select vocabulary of about 500-1000 New words; Correct Usage: all Parts of Speech; Modals; Concord; Articles; Infinitives; Requisites of Sentence Construction: Paragraph

Development: Techniques and Methods- Inductive, Deductive, Spatial, Linear, Chronological etc; The Art of Condensation-various steps.

Unit-III

Business Communication Principles, Sales & Credit letters; Claim and Adjustment Letters; Job application and Resumes. Reports: Types; Significance; Structure, Style & Writing of Reports. Technical Proposal; Parts; Types; Writing of Proposal; Significance, Negotiation & Business Presentation skills

Unit-IV

Presentation Strategies and Listening Skills. Defining Purpose; Audience & Local; Organizing Contents; Preparing Outline; Audio-visual Aids; Nuances of Delivery; Body Language; Dimensions of Speech: Syllable; Accent; Pitch; Rhythm; Intonation; Paralinguistic features of voice; Listening Skills: Active Listening, Passive Listening. methods for improving Listening Skills

Unit-V

Value-Based Text Readings Following essays form the suggested text book with emphasis on Mechanics of writing.

(i) Humanistic and Scientific Approaches to Human Activity by Moody E. Prior
(ii) The Language of Literature and Science by A. Huxley
(iii) Man and Nature by J.Bronowski
(iv) The Social Function of Literature by Ian Watt
(v) Science and Survival by Barry Commoner
(vi) The Mother of the Sciences by A.J.Bahm
(vii) The Effect of Scientific Temper on Man by Bertrand Russell.

Text Books

1. Improve Your Writing ed. V.N.Arora and Laxmi Chandra, Oxford Univ. Press, 2001, New Delhi
2. Technical Communication: A Practical Approach: Madhu Rani and Seema Verma- Acme Learning
3. Technical Communication- Principles and Practices by Meenakshi Raman & Sangeeta Sharma, Oxford Univ. Press

Reference Books

Director
R.D. Engineering College
Duhai, Ghaziabad

1. Communication Skills for Engineers and Scientists, Sangeeta Sharma et.al. PHI Learning Pvt.Ltd,2011, New Delhi
2. Business Correspondence and Report Writing by Prof. R.C.Sharma & Krishna Mohan, Tata McGraw Hill & Co.Ltd.,2001, New Delhi
3. Word Power Made Easy by Norman Lewis, W.R.Goyal Pub. &Distributors, 2009,Delhi.
4. Developing Communication Skills by Krishna Mohan, Mecra Bannerji- Macmillan India Ltd. 1990, Delhi
5. Manual of Practical Communication by L.U.B.Pandey: A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2013, Delhi
6. English Grammar and Usage by R.P.Sinha, Oxford University Press, 2005, New Delhi.
7. Spoken English- A manual of Speech and Phonetics by R.K.Bansal & J.B.Harrison, Orient Blackswan, 2013, New Delhi
8. Business English by Ken Taylor, Orient Blackswan, 2011, New Delhi

Director
R.D. Engineering College
Duhai, Ghaziabad

A Foundation course
In
Universal Human Values and Professional Ethics

Universal Human Values and Professional Ethics **[L-T-P: 3-0-0]**

Course Objectives

This introductory course input is intended

1. To help the students appreciate the essential complementarily between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity, which are the core aspirations of all human beings

2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of Existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way

3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behavior and mutually enriching interaction with Nature

Thus, this course is intended to provide a much needed orientational input in value education to the young enquiring minds.

Course Methodology

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.
2. It is free from any dogma or value prescriptions.
3. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation.
4. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student leading to continuous self-evolution.
5. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

Director
R.D. Engineering College
Duha

Course Syllabus: Universal Human Values and Professional Ethics [L-T-P: 3-0-0]

The whole course is divided into 5 modules.

After every two lectures of one hour each, there is a 2 hour practice session.

The teachers are oriented to the inputs through an eight to ten day workshop (Teachers' Orientation Program).

The Teacher's Manual provides them the lecture outline. The outline has also been elaborated into presentations and provided in a DVD with this book to facilitate sharing.

The teacher is expected to present the issues to be discussed as propositions and encourage the students to have a dialogue. The process of dialogue is enriching for both, the teacher as well as the students.

The syllabus for the lectures is given below:

UNIT 1: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education

1. Understanding the need, basic guidelines, content and process for Value Education
2. Self Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration
3. Continuous Happiness and Prosperity- A look at basic Human Aspirations
4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority
5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario
6. Method to fulfill the above human aspirations: understanding and living in **harmony** at various levels

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT 2: Understanding Harmony in the Human Being - Harmony in Myself!

7. Understanding human being as a co-existence of the sentient 'I' and the material 'Body'
8. Understanding the needs of Self ('I') and 'Body' - *Sukh* and *Suvidha*
9. Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer)
10. Understanding the characteristics and activities of 'I' and harmony in 'I'
11. Understanding the harmony of I with the Body: *Sanyam* and *Swasthya*; correct appraisal of Physical needs, meaning of Prosperity in detail
12. Programs to ensure *Sanyam* and *Swasthya*
    - Practice Exercises and Case Studies will be taken up in Practice Sessions.

UNIT 3: Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship

13. *Understanding Harmony in the family – the basic unit of human interaction*
14. Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*;
    Trust (*Vishwas)* and Respect (*Samman)* as the foundational values of relationship
15. Understanding the meaning of *Vishwas*; Difference between intention and competence
16. Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship
17. Understanding the harmony in the society (society being an extension of family): *Samadhan, Samridhi, Abhay, Sah-astitva* as comprehensive Human Goals
18. Visualizing a universal harmonious order in society- Undivided Society (*Akhand Samaj),* Universal Order (*Sarvabhaum Vyawastha)*- from family to world family!
    - Practice Exercises and Case Studies will be taken up in Practice Sessions.

UNIT 4: Understanding Harmony in the Nature and Existence - Whole existence as Co-existence

19. Understanding the harmony in the Nature
20. Interconnectedness and mutual fulfillment among the four orders of nature-recyclability and self-regulation in nature
21. Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space
22. Holistic perception of harmony at all levels of existence
    - Practice Exercises and Case Studies will be taken up in Practice Sessions.

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT 5: Implications of the above Holistic Understanding of Harmony on Professional Ethics

23. Natural acceptance of human values
24. Definitiveness of Ethical Human Conduct
25. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order
26. Competence in professional ethics:
    a) Ability to utilize the professional competence for augmenting universal human order
    b) Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems,
    c) Ability to identify and develop appropriate technologies and management patterns for above production systems.
27. Case studies of typical holistic technologies, management models and production systems
28. Strategy for transition from the present state to Universal Human Order:
    a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers
    b) At the level of society: as mutually enriching institutions and organizations

Guidelines and Content for Practice Sessions

UNIT 1: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education

PS 1: Introduce yourself in detail. What are the goals in your life? How do you set your goals in your life? How do you differentiate between right and wrong? What have been your achievements and shortcomings in your life? Observe and analyze them.

Expected outcome: the students start exploring themselves; get comfortable to each other and to the teacher and start finding the need and relevance for the course.

PS 2: Now-a-days, there is a lot of voice about many techno-genic maladies such as energy and natural resource depletion, environmental pollution, global warming, ozone depletion, deforestation, soil degradation, etc. – all these seem to be man-made problems threatening the survival of life on Earth – What is the root cause of these maladies & what is the way out in your opinion?

On the other hand, there is rapidly growing danger because of nuclear proliferation, arms race, terrorism, criminalization of politics, large scale corruption, scams, breakdown of relationships, generation gap, depression & suicidal attempts, etc – what do you think, is the root cause of these threats to human happiness and peace – what could be the way out in your opinion?

Expected outcome: the students start finding that technical education without study of human values can generate more problems than solutions. They also start feeling that lack of understanding of human values is the root cause of all problems and the sustained

Director
R.D. Engineering College
Duhai, Ghaziabad

solution could emerge only through understanding of human values and value based living. Any solution brought out through fear, temptation or dogma will not be sustainable.

PS 3:
1. Observe that each one of us has Natural Acceptance, based on which one can verify right or not right for him. Verify this in case of
i) What is Naturally Acceptable to you in relationship- Feeling of respect or disrespect?
ii) What is Naturally Acceptable to you – to nurture or to exploit others?
Is your living the same as your natural acceptance or different?

2. Out of the three basic requirements for fulfillment of your aspirations- right understanding, relationship and physical facilities, observe how the problems in your family are related to each. Also observe how much time & effort you devote for each in your daily routine.

Expected outcome:

1. The students are able to see that verification on the basis of natural acceptance and experiential validation through living is the only way to verify right or wrong, and referring to any external source like text or instrument or any other person cannot enable them to verify with authenticity; it will only develop assumptions.
2. The students are able to see that their practice in living is not in harmony with their natural acceptance most of the time, and all they need to do is to refer to their natural acceptance to remove this disharmony.
3. The students are able to see that lack of right understanding leading to lack of relationship is the major cause of problems in their family and not the lack of physical facilities in most of the cases, while they have given higher priority to earning of physical facilities in their life ignoring relationships and not being aware that right understanding is the most important requirement for any human being.

UNIT 2: Understanding Harmony in the Human Being - Harmony in Myself!
PS 4: List down all your desires. Observe whether the desire is related to Self (I) or Body. If it appears to be related to both, see which part of it is related to Self (I) and which part is related to Body.

Expected outcome: the students are able to see that they can enlist their desires and the desires are not vague. Also they are able to relate their desires to 'I' and 'Body' distinctly. If any desire appears related to both, they are able to see that the feeling is related to I while the physical facility is related to the body. They are also able to see that 'I' and 'Body' are two realities, and most of their desires are related to 'I' and not body, while their efforts are mostly centered on the fulfillment of the needs of the body assuming that it will meet the needs of 'I' too.

PS 5:

1. a. Observe that any physical facility you use, follows the given sequence with time : Necessary & tasteful→ unnecessary & tasteful → unnecessary & tasteless → intolerable

   b. In contrast, observe that any feeling in you is either naturally acceptable or not acceptable at all. If naturally acceptable, you want it continuously and if not acceptable, you do not want it any moment!

Director
R.D. Engineering College
Duhai, Ghaziabad

2. List down all your activities. Observe whether the activity is of 'I' or of Body or with the participation of both 'I' and Body.
3. Observe the activities within 'I'. Identify the object of your attention for different moments (over a period of say 5 to 10 minutes) and draw a line diagram connecting these points. Try to observe the link between any two nodes.

Expected outcome:

1. The students are able to see that all physical facilities they use are required for a limited time in a limited quantity. Also they are able to see that in case of feelings, they want continuity of the naturally acceptable feelings and they do not want feelings which are not naturally acceptable even for a single moment.
2. the students are able to see that activities like understanding, desire, thought and selection are the activities of 'I' only, the activities like breathing, palpitation of different parts of the body are fully the activities of the body with the acceptance of 'I' while the activities they do with their sense organs like hearing through ears, seeing through eyes, sensing through touch, tasting through tongue and smelling through nose or the activities they do with their work organs like hands, legs etc. are such activities that require the participation of both 'I' and body.
3. The students become aware of their activities of 'I' and start finding their focus of attention at different moments. Also they are able to see that most of their desires are coming from outside (through preconditioning or sensation) and are not based on their natural acceptance.

PS 6:

1. Chalk out programs to ensure that you are responsible to your body- for the nurturing, protection and right utilisation of the body.
2. Find out the plants and shrubs growing in and around your campus. Find out their use for curing different diseases.

Expected outcome: The students are able to list down activities related to proper upkeep of the body and practice them in their daily routine. They are also able to appreciate the plants wildly growing in and around the campus which can be beneficial in curing different diseases.

UNIT 3: Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship

PS 7: Form small groups in the class and in that group initiate dialogue and ask the eight questions related to trust. The eight questions are :

1a. Do I want to make myself happy?
2a. Do I want to make the other happy?
3a. Does the other want to make him happy?
4a. Does the other want to make me happy?

What is the answer?
Intention (Natural Acceptance)

1b. Am I able to make myself always happy?
2b. Am I able to make the other always happy?
3b. Is the other able to make him always happy?
4b. Is the other able to make me always happy?

What is the answer?
Competence

Director
R.D. Engineering College
Duhai, Ghaziabad

Let each student answer the questions for himself and everyone else. Discuss the difference between intention and competence. Observe whether you evaluate your intention & competence as well as the others' intention & competence.

Expected outcome: The students are able to see that the first four questions are related to our Natural Acceptance i.e. Intention and the next four to our Competence. They are able to note that the intention is always correct, only competence is lacking! We generally evaluate ourselves on the basis of our intention and others on the basis of their competence! We seldom look at our competence and others' intention as a result we conclude that I am a good person and other is a bad person.

PS 8:

1. Observe on how many occasions you are respecting your related ones (by doing the right evaluation) and on how many occasions you are disrespecting by way of under-evaluation, over-evaluation or otherwise evaluation.
2. Also observe whether your feeling of respect is based on treating the other as yourself or on differentiations based on body, physical facilities or beliefs.

Expected outcome: The students are able to see that respect is right evaluation, and only right evaluation leads to fulfillment in relationship. Many present problems in the society are an outcome of differentiation (lack of understanding of respect), like gender biasness, generation gap, caste conflicts, class struggle, dominations through power play, communal violence, clash of isms, and so on so forth. All these problems can be solved by realizing that the other is like me as he has the same natural acceptance, potential and program to ensure a happy and prosperous life for him and for others though he may have different body, physical facilities or beliefs.

PS 9:

1. Write a note in the form of story, poem, skit, essay, narration, dialogue to educate a child. Evaluate it in a group.
2. Develop three chapters to introduce 'social science- its need, scope and content' in the primary education of children

Expected outcome: The students are able to use their creativity for educating children. The students are able to see that they can play a role in providing value education for children. They are able to put in simple words the issues that are essential to understand for children and comprehensible to them. The students are able to develop an outline of holistic model for social science and compare it with the existing model.

Module 4: Understanding Harmony in the Nature and Existence - Whole existence as Co-existence

PS 10: List down units (things) around you. Classify them in four orders. Observe and explain the mutual fulfillment of each unit with other orders.

Expected outcome: The students are able to differentiate between the characteristics and activities of different orders and study the mutual fulfillment among them. They are also able to see that human beings are not fulfilling to other orders today and need to take appropriate steps to ensure right participation(in terms of nurturing, protection and right utilization) in the nature.

Director
R.D. Engineering College
Duhai Ghaziabad

PS 11:

1. Make a chart for the whole existence. List down different courses of studies and relate them to different units or levels in the existence.
2. Choose any one subject being taught today. Evaluate it and suggest suitable modifications to make it appropriate and holistic.

Expected outcome: The students feel confident that they can understand the whole existence; nothing is a mystery in this existence. They are also able to see the interconnectedness in the nature, and point out how different courses of study relate to the different units and levels. Also they are able to make out how these courses can be made appropriate and holistic.

UNIT 5: Implications of the above Holistic Understanding of Harmony at all Levels of Existence

PS 12: Choose any two current problems of different kind in the society and suggest how they can be solved on the basis of natural acceptance of human values. Suggest steps you will take in present conditions.

Expected outcome: The students are able to present sustainable solutions to the problems in society and nature. They are also able to see that these solutions are practicable and draw roadmaps to achieve them.

PS 13:

1. Suggest ways in which you can use your knowledge of Technology/Engineering/ Management for universal human order, from your family to the world family.
2. Suggest one format of humanistic constitution at the level of nation from your side.

Expected outcome: The students are able to grasp the right utilization of their knowledge in their streams of Technology/Engineering/ Management to ensure mutually enriching and recyclable productions systems.

PS 14: The course is going to be over now. Evaluate your state before and after the course in terms of

a. Thought b. Behavior and c. Work d. Realization

Do you have any plan to participate in the transition of the society after graduating from the institute? Write a brief note on it.

Expected outcome: The students are able to sincerely evaluate the course and share with their friends. They are also able to suggest measures to make the course more effective and relevant. They are also able to make use of their understanding in the course for a happy and prosperous society.

Director
R.D. Engineering College
Duhai, Ghaziabad

Reference Material

The primary resource material for teaching this course consists of

a. The text book

R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics, Excel books, New Delhi, 2010, ISBN 978-8-174-46781-2

b. The teacher's manual

R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics – Teachers Manual, Excel books, New Delhi, 2010

c. A set of DVDs containing

- Video of Teachers' Orientation Program
- PPTs of Lectures and Practice Sessions
- Audio-visual material for use in the practice sessions

In addition, the following reference books may be found useful for supplementary reading in connection with different parts of the course:

1. B L Bajpai, 2004, *Indian Ethos and Modern Management*, New Royal Book Co., Lucknow. Reprinted 2008.
2. PL Dhar, RR Gaur, 1990, *Science and Humanism*, Commonwealth Purblishers.
3. Sussan George, 1976, *How the Other Half Dies,* Penguin Press. Reprinted 1986, 1991
4. Ivan Illich, 1974, *Energy & Equity,* The Trinity Press, Worcester, and HarperCollins, USA
5. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, limits to Growth, Club of Rome's Report, Universe Books.
6. Subhas Palekar, 2000, *How to practice Natural Farming,* Pracheen(Vaidik) Krishi Tantra Shodh, Amravati.
7. A Nagraj, 1998, *Jeevan Vidya ek Parichay,* Divya Path Sansthan, Amarkantak.
8. E.F. Schumacher, 1973, *Small is Beautiful: a study of economics as if people mattered*, Blond & Briggs, Britain.
9. A.N. Tripathy, 2003, *Human Values*, New Age International Publishers.

Relevant websites, movies and documentaries

1. Value Education websites, http://uhv.ac.in, *http://www.uptu.ac.in*
2. Story of Stuff, *http://www.storyofstuff.com*
3. Al Gore, *An Inconvenient Truth*, Paramount Classics, USA
4. Charlie Chaplin, *Modern Times*, United Artists, USA
5. IIT Delhi, *Modern Technology – the Untold Story*
6. *Gandhi A., Right Here Right Now, Cyclewala Productions*

Director
R.D. Engineering College
Duhai, Ghaziabad

2018-19					
B.TECH I YEAR	B.Tech (All Branches)	PROFESSIONAL ENGLISH	KAS-204	2	2018-19
10	B.Tech(CS)	Environment & Ecology	RAS302	3	2018-19
10	B.Tech(CS)	Universal Human Values & Professional Ethics	RVE401	4	2018-19
10	B.Tech(CS)	INDUSTRIAL SOCIOOLOGY	RAS602	6	2018-19
13	B.TECH(IT)	Environment & Ecology	RAS302	3	2018-19
13	B.TECH(IT)	Universal Human Values & Professional Ethics	RVE401	4	2018-19
13	B.TECH(IT)	INDUSTRIAL SOCIOOLOGY	RAS602	6	2018-19
31	B.TECH(ECE)	Universal Human Values & Professional Ethics	RVE301	3	2018-19
31	B.TECH(ECE)	Environment & Ecology	RAS402	4	2018-19
31	B.TECH(ECE)	CYBER SECURITY	RAS502	5	2018-19
31	B.TECH(ECE)	INDUSTRIAL SOCIOOLOGY	RAS502	5	2018-19
40	B.Tech(ME)	Universal Human Values & Professional Ethics	RVE301	3	2018-19
40	B.Tech(ME)	Environment & Ecology	RAS402	4	2018-19
40	B.Tech(ME)	INDUSTRIAL SOCIOOLOGY	RAS502	5	2018-19
40	B.Tech(ME)	CYBER SECURITY	RUC601	6	2018-19
0	B.Tech(CIVIL)	Environment & Ecology	RAS402	4	2018-19
0	B.Tech(CIVIL)	INDUSTRIAL SOCIOOLOGY	RAS602	6	2018-19
70	MBA	BUSINESS COMMUNICATION	RMB107	1	2018-19
70	MBA	Universal Human Values and Professional Ethics	RVE 301	3	2018-19
14	MCA	Professional Communication	RCA105	1	2018-19
14	MCA	Human Values & Professional Ethics	RHU001	2	2018-19

Director
R.D. Engineering College
Duhai, Ghaziabad

B. Tech 1st Year (All branches except Bio Technology and Agriculture Engg.) Structure in accordance with AICTE Model Curriculum Effective w.e.f. Academic Session 2018-19

SEMESTER - I

Sl. No.	Code	SUBJECT	PERIODS			EVALUATION SCHEME				END SEMESTER		TOTAL	CREDIT
			L	T	P	CT	TA	Total	PS	TE	PE		
3 WEEKS COMPULSORY INDUCTION PROGRAM													
1	KAS101/ KAS102	Physics/Chemistry	3	1	3	30	20	50	25	100	25	200	5.5
2	KAS103	Mathematics-I	3	1	0	30	20	50	-	100	-	150	4
3	KEE 101/ KCS101	Basic Electrical Engineering/Programming for Problem Solving	3	1	2	30	20	50	25	100	25	200	5
4	KCE101/ KWS101	Engineering Graphics & Design/Workshop Practices	1	0	4	-	-	-	25	-	25	50	3
	MOOCs (For B.Tech. Hons. Degree)*												0
		TOTAL										600	17.5

SEMESTER II

Sl. No.	Code	SUBJECT	PERIODS			EVALUATION SCHEME				END SEMESTER		TOTAL	CREDIT
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KAS201/ KAS202	Physics/Chemistry	3	1	3	30	20	50	25	100	25	200	5.5
2	KAS203	Mathematics II	3	1	0	30	20	50	-	100	-	150	4
3	KEE201/ KCS201	Basic Electrical Engineering/Programming for Problem Solving	3	1	2	30	20	50	25	100	25	200	5
4	KCE201/ KWS201	Engineering Graphics & Design/Workshop Practices	1	0	4	-	-	-	25	-	25	50	3
5	KAS204	Professional English	2	0	2	30	20	50	-	100	-	150	3
	MOOCs (For B.Tech. Hons. Degree)*												0
		TOTAL										750	20.5
Mini Project or Internship (3-4 weeks) shall be conducted during summer break after II semester and will be assessed during III semester													

*** List of MOOCs (NPTL) Based Recommended Courses for first year B. Tech Students**

1. Developing Soft Skills and personality-Odd Semester-8 Weeks-3 Credits
2. Enhancing Soft Skills and personality-Even Semester-8 Weeks-3 Credits

*** AICTE Guidelines in Model Curriculum:**

After successful completion of 160 credits, a student shall be eligible to get Under Graduate degree in Engineering. A student will be eligible to get Under Graduate degree with Honours only, if he/she completes additional university recommended courses only (Equivalent to 20 credits; NPTEL Courses of 4 Weeks, 8 Weeks and 12 Weeks shall be of 2, 3 and 4 Credits respectively) through MOOCs. For registration to MOOCs Courses, the students shall follow NPTEL Site http://nptel.ac.in/ as per the NPTEL policy and norms. The students can register for these courses through NPTEL directly as per the course offering in Odd/Even Semesters at NPTEL. These NPTEL courses (recommended by the University) may be cleared during the B. Tech degree program (not necessary one course in each semester). After successful completion of these MooCs courses the students, shall, provide their successful completion NPTEL status/certificates to the University (COE) through their college of study only. The student shall be awarded Hons. Degree (on successful completion of MOOCS based 20 credit) only if he/she secures 7.50 or above CGPA and passed each subject of that Degree Programme in single attempt without any grace marks.

Director
R.D. Engineering College
Duhai, Ghaziabad

B. Tech 1st Year (All branches except Bio Technology and Agriculture Engg.) Structure in accordance with AICTE Model Curriculum Effective w.e.f. Academic Session 2018-19

SEMESTER - I

Sl. No.	Code	SUBJECT	PERIODS			EVALUATION SCHEME				END SEMESTER		TOTAL	CREDIT
			L	T	P	CT	TA	Total	PS	TE	PE		
3 WEEKS COMPULSORY INDUCTION PROGRAM													
1	KAS101/ KAS102	Physics/Chemistry	3	1	3	30	20	50	25	100	25	200	5.5
2	KAS103	Mathematics-I	3	1	0	30	20	50	-	100	-	150	4
3	KEE 101/ KCS101	Basic Electrical Engineering/Programming for Problem Solving	3	1	2	30	20	50	25	100	25	200	5
4	KCE101/ KWS101	Engineering Graphics & Design/Workshop Practices	1	0	4	-	-	-	25	-	25	50	3
	MOOCs (For B.Tech. Hons. Degree)*												0
		TOTAL										600	17.5

SEMESTER II

Sl. No.	Code	SUBJECT	PERIODS			EVALUATION SCHEME				END SEMESTER		TOTAL	CREDIT
			L	T	P	CT	TA	Total	PS	TE	PE		
1	KAS201/ KAS202	Physics/Chemistry	3	1	3	30	20	50	25	100	25	200	5.5
2	KAS203	Mathematics II	3	1	0	30	20	50	-	100	-	150	4
3	KEE201/ KCS201	Basic Electrical Engineering/Programming for Problem Solving	3	1	2	30	20	50	25	100	25	200	5
4	KCE201/ KWS201	Engineering Graphics & Design/Workshop Practices	1	0	4	-	-	-	25	-	25	50	3
5	KAS204	Professional English	2	0	2	30	20	50	-	100	-	150	3
	MOOCs (For B.Tech. Hons. Degree)*												0
		TOTAL										750	20.5
Mini Project or Internship (3-4 weeks) shall be conducted during summer break after II semester and will be assessed during III semester													

*** List of MOOCs (NPTL) Based Recommended Courses for first year B. Tech Students**

1. Developing Soft Skills and personality-Odd Semester-8 Weeks-3 Credits
2. Enhancing Soft Skills and personality-Even Semester-8 Weeks-3 Credits

*** AICTE Guidelines in Model Curriculum:**

After successful completion of 160 credits, a student shall be eligible to get Under Graduate degree in Engineering. A student will be eligible to get Under Graduate degree with Honours only, if he/she completes additional university recommended courses only (Equivalent to 20 credits; NPTEL Courses of 4 Weeks, 8 Weeks and 12 Weeks shall be of 2, 3 and 4 Credits respectively) through MOOCs. For registration to MOOCs Courses, the students shall follow NPTEL Site http://nptel.ac.in/ as per the NPTEL policy and norms. The students can register for these courses through NPTEL directly as per the course offering in Odd/Even Semesters at NPTEL. These NPTEL courses (recommended by the University) may be cleared during the B. Tech degree program (not necessary one course in each semester). After successful completion of these MooCs courses the students, shall, provide their successful completion NPTEL status/certificates to the University (COE) through their college of study only. The student shall be awarded Hons. Degree (on successful completion of MOOCS based 20 credit) only if he/she secures 7.50 or above CGPA and passed each subject of that Degree Programme in single attempt without any grace marks.

Director
R.D. Engineering College
Duhai, Ghaziabad

PROFESSIONAL ENGLISH

Module 1- Basics of Technical English [08]

Technical English: Definition; Extent& Coverage; Dimensions; Reading; Skimming; Scanning; Churning & Assimilation; Writing: Methods: Inductive; Deductive; Exposition; Linear; Interrupted; Spatial & Chronological etc; Technical Communication; Approaches: Brevity; Objectivity; Simplicity; Utility & Clarity. **Listening**: Active; Passive; Thinking strategies: Positive & Logical thinking; Speaking: Essentials Nuances & Modes of Speech Delivery.

Module 2- Components of Technical Writing [08]

Vocabulary Building: Select words; Concept of word formation; Word formation; Root words from foreign languages & their use in English; Prefixes & Suffixes: Derivatives; Synonyms; Antonyms; Abbreviations. Homophones. One word substitutes; Requisites of Sentences.

Module 3- Basic Technical Writing Skills [08]

Forms: Business writing: Principle; Purchase & Sales Letters; Drafts; Official Writing: Official Letter; D.O. Letter; Notices; Agenda; Minutes of Meeting; Sentence Structure; Phrases & Clauses in sentences; Coherence; Unity; Emphasis in Writing; Devices; Use of Writing methods in Documents; Techniques of writing.

Module 4- Common Grammatical Errors & Technical Style [08]

Subject-verb agreement; Correct usage: Noun; Pronoun; Agreement; Modifiers; Articles; Prepositions; Cliches; Redundancies; Technical Style: Features; Choice of words; Sentences: Descriptive; Narrative; Expository; Defining & Classifying; Length of paragraph; Writing of Introduction & Conclusion.

Module 5- Presentation Strategies & Oral Communications [08]Analysis of locale; Audience; Modulating Style & Content; Speaking with confidence; Kinesics; Paralinguistic features of Voice-Dynamics: Pitch; Intonation; Stress & Rhythm; Conversation & dialogues; Communication at work-place; etc.

COURSE OUTCOMES

1. Students will be enabled to **understand** the basic objective of the course by being acquainted with specific dimensions of communication skills i.e. Reading, Writing, Listening, Thinking and Speaking.
2. Students would be able to **create** substantial base by the formation of strong professional vocabulary for its application at different platforms and through numerous modes as Comprehension, reading, writing and speaking etc.
3. Students will **apply** it at their work place for writing purposes such as Presentation/official drafting/administrative communication and use it for document/project/report/research paper writing.

Director
R.D. Engineering College
Duhai, Ghaziabad

PROFESSIONAL ENGLISH

Module 1- Basics of Technical English [08]

Technical English: Definition; Extent& Coverage; Dimensions; Reading; Skimming; Scanning; Churning & Assimilation; Writing: Methods: Inductive; Deductive; Exposition; Linear; Interrupted; Spatial & Chronological etc; Technical Communication; Approaches: Brevity; Objectivity; Simplicity; Utility & Clarity. **Listening**: Active; Passive; Thinking strategies: Positive & Logical thinking; Speaking: Essentials Nuances & Modes of Speech Delivery.

Module 2- Components of Technical Writing [08]

Vocabulary Building: Select words; Concept of word formation; Word formation; Root words from foreign languages & their use in English; Prefixes & Suffixes: Derivatives; Synonyms; Antonyms; Abbreviations. Homophones. One word substitutes; Requisites of Sentences.

Module 3- Basic Technical Writing Skills [08]

Forms: Business writing: Principle; Purchase & Sales Letters; Drafts; Official Writing: Official Letter; D.O. Letter; Notices; Agenda; Minutes of Meeting; Sentence Structure; Phrases & Clauses in sentences; Coherence; Unity; Emphasis in Writing; Devices; Use of Writing methods in Documents; Techniques of writing.

Module 4- Common Grammatical Errors & Technical Style [08]

Subject-verb agreement; Correct usage: Noun; Pronoun; Agreement; Modifiers; Articles; Prepositions; Cliches; Redundancies; Technical Style: Features; Choice of words; Sentences: Descriptive; Narrative; Expository; Defining & Classifying; Length of paragraph; Writing of Introduction & Conclusion.

Module 5- Presentation Strategies & Oral Communications [08]Analysis of locale; Audience; Modulating Style & Content; Speaking with confidence; Kinesics; Paralinguistic features of Voice-Dynamics: Pitch; Intonation; Stress & Rhythm; Conversation & dialogues; Communication at work-place; etc.

COURSE OUTCOMES

1. Students will be enabled to **understand** the basic objective of the course by being acquainted with specific dimensions of communication skills i.e. Reading, Writing, Listening, Thinking and Speaking.
2. Students would be able to **create** substantial base by the formation of strong professional vocabulary for its application at different platforms and through numerous modes as Comprehension, reading, writing and speaking etc.
3. Students will **apply** it at their work place for writing purposes such as Presentation/official drafting/administrative communication and use it for document/project/report/research paper writing.

Director
R.D. Engineering College
Duhai, Ghaziabad

4. Students will be made to **evaluate** the correct & error-free writing by being well-versed in rules of English grammar & cultivate relevant technical style of communication & presentation at their work place & also for academic uses.

5. Students will **apply** it for practical and oral presentation purposes by being honed up in presentation skills and voice-dynamics. They will apply techniques for developing inter-personal communication skills and positive attitude leading to their professional competence.

Text Books:

1. Technical Communication – Principles and Practices by Meenakshi Raman & Sangeeta Sharma, Oxford Univ. Press, 2016, New Delhi.
2. Improve Your Writing ed. V.N. Arora and Laxmi Chandra, Oxford Univ. Press, 2001, NewDelhi.

Reference Books:

1. Word Power Made Easy by Norman Lewis, W.R.Goyal Pub. & Distributors, 2009, Delhi.
2. Manual of Practical Communication by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2013, Delhi.
3. English Grammar and Usage by R.P.Sinha, Oxford University Press, 2005, New Delhi.
4. English Grammar, Composition and Usage by N.K.Agrawal&F.T.Wood, Macmillan India Ltd., New Delhi.
5. Effective Communication Skill, Kulbhusan Kumar, RS Salaria, Khanna Publishing House
6. English Grammar & Composition by Wren & Martin, S.Chand& Co. Ltd., New Delhi.
7. Communication Skills for Engineers and Scientists, Sangeeta Sharma et.al. PHI Learning Pvt. Ltd, 2011, New Delhi.
8. Personality Development, Harold R. Wallace &L.Ann Masters, Cengage Learning, New Delhi
9. Personality Development & Soft Skills, BarunK.Mitra, Oxford University Press, 2012 New Delhi.
10. Business Correspondence and Report Writing by Prof. R.C. Sharma & Krishna Mohan, Tata McGraw Hill & Co. Ltd., 2001, New Delhi.
11. Developing Communication Skills by Krishna Mohan, Meera Bannerji- Macmillan India Ltd. 1990, Delhi.
12. Spoken English- A manual of Speech and Phonetics by R.K.Bansal&J.B.Harrison, Orient Blackswan, 2013, New Delhi.
13. Business English by Ken Taylor, Orient Blackswan, 2011, New Delhi.

Director
R.D. Engineering College
Duhai, Ghaziabad

4. Students will be made to **evaluate** the correct & error-free writing by being well-versed in rules of English grammar & cultivate relevant technical style of communication & presentation at their work place & also for academic uses.

5. Students will **apply** it for practical and oral presentation purposes by being honed up in presentation skills and voice-dynamics. They will apply techniques for developing inter-personal communication skills and positive attitude leading to their professional competence.

Text Books:

1. Technical Communication – Principles and Practices by Meenakshi Raman & Sangeeta Sharma, Oxford Univ. Press, 2016, New Delhi.
2. Improve Your Writing ed. V.N. Arora and Laxmi Chandra, Oxford Univ. Press, 2001, NewDelhi.

Reference Books:

1. Word Power Made Easy by Norman Lewis, W.R.Goyal Pub. & Distributors, 2009, Delhi.
2. Manual of Practical Communication by L.U.B. Pandey; A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2013, Delhi.
3. English Grammar and Usage by R.P.Sinha, Oxford University Press, 2005, New Delhi.
4. English Grammar, Composition and Usage by N.K.Agrawal&F.T.Wood, Macmillan India Ltd., New Delhi.
5. Effective Communication Skill, Kulbhusan Kumar, RS Salaria, Khanna Publishing House
6. English Grammar & Composition by Wren & Martin, S.Chand& Co. Ltd., New Delhi.
7. Communication Skills for Engineers and Scientists, Sangeeta Sharma et.al. PHI Learning Pvt. Ltd, 2011, New Delhi.
8. Personality Development, Harold R. Wallace &L.Ann Masters, Cengage Learning, New Delhi
9. Personality Development & Soft Skills, BarunK.Mitra, Oxford University Press, 2012 New Delhi.
10. Business Correspondence and Report Writing by Prof. R.C. Sharma & Krishna Mohan, Tata McGraw Hill & Co. Ltd., 2001, New Delhi.
11. Developing Communication Skills by Krishna Mohan, Meera Bannerji- Macmillan India Ltd. 1990, Delhi.
12. Spoken English- A manual of Speech and Phonetics by R.K.Bansal&J.B.Harrison, Orient Blackswan, 2013, New Delhi.
13. Business English by Ken Taylor, Orient Blackswan, 2011, New Delhi.

Director
R.D. Engineering College
Duhai, Ghaziabad

2018 – 19

EVALUATION SCHEME

B.TECH. ELECTRONICS ENGINEERING, B.TECH. ELECTRONICS & COMMUNICATION ENGINEERING, B.TECH. ELECTRONICS & TELECOMMUNICATION ENGINEERING

YEAR 3rd/ SEMESTER V

Sr. No.	Sub Code	Subject Name	L-T-P	Th/Lab Marks	Sessional		Total	Credit
				ESE	CT	TA		
1	RAS501	Managerial Economics	3--0--0	70	20	10	100	3
2	RAS502 /RUC501	Sociology/Cyber Security	3--0--0	70	20	10	100	3
3	REC501A	Integrated Circuits	3--0--0	70	20	10	100	3
4	REC502	Principles of Communication	3--1--0	70	20	10	100	4
5	REC503	Digital Signal Processing	3--0--0	70	20	10	100	3
6	REC051-055	Deptt. Elective Course 1	3--1--0	70	20	10	100	4
7	REC551	Integrated Circuits Lab	0--0--2	50		50	100	1
8	REC552	Communication Lab – I	0--0--2	50		50	100	1
9	REC553	Digital Signal Processing Lab	0--0--2	50		50	100	1
10	REC554	CAD of Electronics Lab-I	0--0--2	50		50	100	1
	TOTAL			620	120	260	1000	24

DEPTT ELECTIVE COURSE–1

1. REC051 - Antenna & wave propagation
2. REC052 - Computer Architecture and Organization
3. REC053- Real Time Systems
4. REC054- Artificial Neural Networks
5. REC055- Advance Semiconductor devices

Director
R.D. Engineering College
Duhai, Ghaziabad

EVALUATION SCHEME

B.Tech. Electronics Engineering, B.Tech. Electronics & Communication Engineering, B.Tech. Electronics & Telecommunication Engineering

YEAR 3rd/ SEMESTER VI

Sr. No	Sub Code	Subject Name	L-T-P	Th/LAB Marks	Sessional		Total	Credit
				ESE	CT	TA		
1	RAS601	Industrial Management	3--0--0	70	20	10	100	3
2	RAS602 / RUC601	Sociology /Cyber Security	3--0--0	70	20	10	100	3
3	RIC603	Control System I	3--0--0	70	20	10	100	3
4	REC601	Microwave Engineering	3--1--0	70	20	10	100	4
5	REC602	Digital Communication	3--0--0	70	20	10	100	3
6	REC061 - 065	Deptt. Elective Course 2	3--1--0	70	20	10	100	4
7	REC-651	Microwave Engg Lab	0--0--2	50		50	100	1
8	REC-652	Communication Lab- II	0--0--2	50		50	100	1
9	RIC-653	Control System Lab-I	0--0--2	50		50	100	1
10	RIC-651	Microcontrollers For Embedded Systems Lab	0--0--2	50		50	100	1
	TOTAL			620	120	260	1000	24

DEPTT ELECTIVE COURSE–2

1. REC061 - Industrial Electronics
2. REC062 - Microcontroller for Embedded Systems
3. REC063 - Analog Signal Processing
4. REC064 - Advance Digital Design Using Verilog
5. REC065- RADAR Engineering

Director
R.D. Engineering College
Duhai, Ghaziabad

RAS502/ RAS602	SOCIOLOGY	L-T-P: 3-0-0
Unit	**Topic**	**Proposed Lecture**
I	Industrial Sociology: Nature, Scope and Importance of Industrial Sociology. Social Relations in Industry, Social Organisation in Industry- Bureaucracy, Scientific Management and Human Relations.	**06**
II	Rise and Development of Industry: Early Industrialism – Types of Productive Systems – The Manorial or Feudal system. The Guild system, The domestic or putting-out system, and the Factory system. Characteristics of the factory system. Causes and Consequences of industrialization. Obstacles to and Limitations of Industrialization.	**06**
III	Industrialization in India. Industrial Policy Resolutions – 1956.Science. Technology and Innovation Policy of India 2013.	**06**
IV	Contemporary Issues: Grievances and Grievance handling Procedure. Industrial Disputes: causes, Strikes and Lockouts. Preventive Machinery of Industrial Disputes: Schemes of Workers Participation in Management- Works Committee, Collective Bargaining, Bi-partite & Tri-partite Agreement, Code of Discipline, Standing Orders. Labour courts & Industrial Tribunals.	**06**
V	Visualizing the future: Models of industrialization- Collectivist, anarchist, free market, environmentalist, etc. Cultural issues, consumer society and sociological concerns.	**06**

References:

1. PREMVIR KAPOOOR, Sociology & Economics for Engineers, Khanna Publishing House (Edition 2018).
2. GISBERT PASCAL, Fundamentals of Industrial sociology, Tata McGraw Hill, New Delhi, 1972.
2. SCHNEIDER ENGNO V., Industrial Sociology 2nd Ed., McGraw Hill Publishing Co., New Delhi, 1979.
3. MAMORIA C.B. And MAMORIA S., Dynamics of Industrial Relations in India.
4. SINHA G.P. and P.R.N. SINHA, Industrial Relations and Labour Legislations, New Delhi, Oxford and IBH Publishing Co., 1977.
5. S.C. SHARMA, Industrial Safety and Health Management, Khanna Book Publishing Co. (P) Ltd., Delhi (ISBN: 978-93-86173-188)
5. NADKARNI, LAKSHMI, Sociology of Industrial Worker, Rawat, Jaipur,1998.
6. BHOWMICK SHARIT, Industry, Labour and Society,Orient, 2012.
7. RICHARD BROWN, JOHN CHILD, AND S R PARKER, The Sociology of Industry 1st Edition, Routledge, 2015.

Director
R.D. Engineering College
Duhai, Ghaziabad

RUC501 /RUC601	CYBER SECURITY	L-T-P: 3-0-0
Unit	**Topic**	**Proposed Lecture**
I	**Introduction-** Introduction to Information Systems, Types of Information Systems, Development of Information Systems, Introduction to Information Security, Need for Information Security, Threats to Information Systems, Information Assurance, Cyber Security, and Security Risk Analysis.	**08**
II	**Application Security-** (Database, E-mail and Internet), Data Security Considerations-Backups, Archival Storage and Disposal of Data, Security Technology-Firewall and VPNs, Intrusion Detection, Access Control. Security Threats -Viruses, Worms, Trojan Horse, Bombs, Trapdoors, Spoofs, E-mail Viruses, Macro Viruses, Malicious Software, Network and Denial of Services Attack, Security Threats to E-Commerce- Electronic Payment System, e- Cash, Credit/Debit Cards. Digital Signature, Public Key Cryptography	**08**
III	**Developing Secure Information Systems-** Application Development Security, Information Security Governance & Risk Management, Security Architecture & Design Security Issues in Hardware, Data Storage & Downloadable Devices, Physical Security of IT Assets, Access Control, CCTV and Intrusion Detection Systems, Backup Security Measures.	**08**
IV	**Security Policies-** Development of Policies, WWW Policies, Email Security Policies, Policy Review Process-Corporate Policies-Sample Security Policies, Publishing and Notification Requirement of the Policies. **Evolving Technology Security** – Mobile, Cloud, Outsourcing, SCM.	**08**
V	**Information Security Standards-**ISO, IT Act, Copyright Act, Patent Law, IPR. Cyber Laws in India; IT Act 2000 Provisions, Intellectual Property Law: Copy Right Law, Software License, Semiconductor Law and Patent Law. **Case Study** – Corporate Security	**08**

References:

1. Charles P. Pfleeger, Shari Lawerance Pfleeger, "Analysing Computer Security", Pearson Education India.
2. V.K.Pachghare, "Cryptography and information Security", PHI Learning Private Limited, Delhi India.
3. Sarika Gupta & Gaurav Gupta, Information Security and Cyber Laws, Khanna Publishing House
4. Anshul Kaushik, Cyber Security, Khanna Publishing House
5. Dr.Surya Prakash Tripathi, Ritendra Goyal, Praveen Kumar Shukla ,"Introduction to Information Security and Cyber Law" Willey Dreamtech Press.
6. Michael E.Whitman and Herbert J Mattord "Principle of Information Security" Cengage
7. Mike Chapple and David Seidl "Cyberwarfare: Information operations in a connected world" Jones & Bartlett Learning
8. Schou, Shoemaker, "Information Assurance for the Enterprise", Tata McGraw Hill.
9. CHANDER, HARISH," Cyber Laws And It Protection " , PHI Learning Private Limited ,Delhi
10. V.K. Jain, Cryptography and Network Security, Khanna Publishing House, Delhi

Director
R.D. Engineering College
Duhai, Ghaziabad

2nd Year III-SEMESTER

S. No.	Subject Code	Subject Name	L-T-P	ESE Marks	Sessional		Total	Credit
					CT	TA		
1.	ROE030 to 039/ RAS301	Science Based Open Elective/ Mathematics-III	3-1-0	70	20	10	100	4
2.	RVE301/ RAS302	Universal Human Values & Professional Ethics/ Environment & Ecology	3-0-0	70	20	10	100	3
3.	REE305	Network Analysis and Synthesis	3-0-0	70	20	10	100	3
4.	REC301	Digital Logic Design	3-0-0	70	20	10	100	3
5.	REC302	Electronic Devices and Circuits	3-1-0	70	20	10	100	4
6.	REC303	Signals & Systems	3-0-0	70	20	10	100	3
7.	REC351	Digital Logic Design Lab	0-0-2	50	30	20	100	1
8.	REC352	Electronic Devices and Circuits Lab	0-0-2	50	30	20	100	1
9.	REC353	Signals & Systems Lab	0-0-2	50	30	20	100	1
10.	REC354	Electronics Workshop & PCB Design Lab	0-0-2	50	30	20	100	1
11.	RME101*	Elements of Mechanical Engineering*	3-1-0	70	20	10	100*	--
12.	RCE151*	Computer Aided Engineering Graphics*	0-0-3	50	30	20	100*	--
Total							1000	24

CT: Class Test **TA**: Teacher Assessment **L/T/P**: Lecture/ Tutorial/ Practical

***B.Tech. IInd year lateral entry students belonging to B.Sc. Stream, shall clear the subjects RCE151/RCE251 and RME101/201 of the first year Engineering Programme along with the second year subjects.**

Science Based Open Electives:

a. ROE030/ROE040 Manufacturing Process
b. ROE031/ROE041 Introduction to soft computing
c. ROE032/ROE042 Nano Science
d. ROE033/ROE043 Laser System and Application
e. ROE034/ROE044 Space Science
f. ROE035/ROE045 Polymer Science & Technology
g. ROE036/ROE046 Nuclear Science
h. ROE037/ROE047 Material Science
i. ROE038/ROE048 Discrete Mathematics
j. ROE039/ROE049 Applied Linear Algebra

Director
R.D. Engineering College
Duhai, Ghaziabad

2nd Year IV-SEMESTER

S. No.	Subject Code	Subject Name	L-T-P	ESE Marks	Sessional		Total	Credit
					CT	TA		
1.	RAS401/ ROE040 to 049	Mathematics-III/ Science Based Open Elective	3-1-0	70	20	10	100	4
2.	RAS402/ RVE401	Environment & Ecology/ Universal Human Values & Professional Ethics	3-0-0	70	20	10	100	3
3.	REC401	Microprocessors & Microcontrollers	3-0-0	70	20	10	100	3
4.	REC402	Electromagnetic Field Theory	3-1-0	70	20	10	100	4
5.	REC403	Electronic Measurement & Instrumentation	3-0-0	70	20	10	100	3
6.	RCS406	Data Structure & Algorithms	3-0-0	70	20	10	100	3
7.	REC451	Microprocessors & Microcontrollers Lab	0-0-2	50	30	20	100	1
8.	REC452	Advanced Electronics System Lab	0-0-2	50	30	20	100	1
9.	REC453	Electronic Measurement & Instrumentation Lab	0-0-2	50	30	20	100	1
10.	RCS456	Data Structure & Algorithms Lab	0-0-2	50	30	20	100	1
11.	RME201*	Elements of Mechanical Engineering*	3-1-0	70	20	10	100*	--
12.	RCE251*	Computer Aided Engineering Graphics*	0-0-3	50	30	20	100*	--
Total							1000	24

CT: Class Test **TA**: Teacher Assessment **L/T/P**: Lecture/ Tutorial/ Practical

***B.Tech. IInd year lateral entry students belonging to B.Sc. Stream, shall clear the subjects RCE151/RCE251 and RME101/201 of the first year Engineering Programme along with the second year subjects.**

Science Based Open Electives:

a. ROE030/ROE040 Manufacturing Process
b. ROE031/ROE041 Introduction to soft computing
c. ROE032/ROE042 Nano Science
d. ROE033/ROE043 Laser System and Application
e. ROE034/ROE044 Space Science
f. ROE035/ROE045 Polymer Science & Technology
g. ROE036/ROE046 Nuclear Science
h. ROE037/ROE047 Material Science
i. ROE038/ROE048 Discrete Mathematics
j. ROE039/ROE049 Applied Linear Algebra

Director
R.D. Engineering College
Duhai, Ghaziabad

Syllabus

RAS 302/RAS 402 : ENVIRONMENT & ECOLOGY

Unit	Content	Hours
UNIT-I	Definition, Scope & Importance, Need For Public Awareness- Environment definition, Eco system – Balanced ecosystem, Human activities – Food, Shelter, Economic and social Security. Effects of human activities on environment-Agriculture, Housing, Industry, Mining and Transportation activities, Basics of Environmental Impact Assessment. Sustainable Development.	8
UNIT-II	Natural Resources- Water Resources- Availability and Quality aspects. Water borne diseases, Water induced diseases, Fluoride problem in drinking water. Mineral Resources, Forest Wealth, Material cycles- Carbon, Nitrogen and Sulphur Cycles. Energy – Different types of energy, Electro-magnetic radiation. Conventional and Non-Conventional sources – Hydro Electric, Fossil Fuel based, Nuclear, Solar, Biomass and Bio-gas. Hydrogen as an alternative future source of Energy.	8
UNIT-III	Environmental Pollution and their effects. Water pollution. Land pollution. Noise pollution, Public Health aspects, Air Pollution, Solid waste management, e-waste management Current Environmental Issues of Importance: Population Growth, Climate Change and Global warming- Effects, Urbanization, Automobile pollution. Acid Rain, Ozone Layer depletion, Animal Husbandry.	8
UNIT-IV	Environmental Protection- Role of Government, Legal aspects, Initiatives by Non-governmental Organizations (NGO), Environmental Education, Women Education.	8

Text Books

1.Environmental Studies – Benny Joseph – Tata McgrawHill-2005
2.Environmental Studies – Dr. D L. Manjunath, Pearson Education-2006
3.Environmental studies – R. Rajagopalan – Oxford Publication - 2005.
4 Text book of Environmental Science & Technology – M. Anji Reddy – BS Publication.

Reference Books

1.Principles of Environmental Science and Engineering – P. Venugoplan Rao, Prentice Hall of India.
2.Environmental Science and Engineering – Meenakshi, Prentice Hall India

Director
R.D. Engineering College
Duhai, Ghaziabad

A Foundation course
In
Universal Human Values and Professional Ethics

Universal Human Values and Professional Ethics **[L-T-P: 3-0-0]**

Course Objectives

This introductory course input is intended

1. To help the students appreciate the essential complementarily between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity, which are the core aspirations of all human beings

2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of Existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way

3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behavior and mutually enriching interaction with Nature

Thus, this course is intended to provide a much needed orientational input in value education to the young enquiring minds.

Course Methodology

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.
2. It is free from any dogma or value prescriptions.
3. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation.
4. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student leading to continuous self-evolution.
5. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

Director
R.D. Engineering College
Duhai, Ghaziabad

Course Syllabus: Universal Human Values and Professional Ethics [L-T-P: 3-0-0]

The whole course is divided into 5 modules.

After every two lectures of one hour each, there is a 2 hour practice session.

The teachers are oriented to the inputs through an eight to ten day workshop (Teachers' Orientation Program).

The Teacher's Manual provides them the lecture outline. The outline has also been elaborated into presentations and provided in a DVD with this book to facilitate sharing.

The teacher is expected to present the issues to be discussed as propositions and encourage the students to have a dialogue. The process of dialogue is enriching for both, the teacher as well as the students.

The syllabus for the lectures is given below:

UNIT 1: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education

1. Understanding the need, basic guidelines, content and process for Value Education
2. Self Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration
3. Continuous Happiness and Prosperity- A look at basic Human Aspirations
4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority
5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario
6. Method to fulfill the above human aspirations: understanding and living in **harmony** at various levels

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT 2: Understanding Harmony in the Human Being - Harmony in Myself!

7. Understanding human being as a co-existence of the sentient 'I' and the material 'Body'
8. Understanding the needs of Self ('I') and 'Body' - *Sukh* and *Suvidha*
9. Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer)
10. Understanding the characteristics and activities of 'I' and harmony in 'I'
11. Understanding the harmony of I with the Body: *Sanyam* and *Swasthya*; correct appraisal of Physical needs, meaning of Prosperity in detail
12. Programs to ensure *Sanyam* and *Swasthya*
    - Practice Exercises and Case Studies will be taken up in Practice Sessions.

UNIT 3: Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship

13. *Understanding Harmony in the family – the basic unit of human interaction*
14. Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*;
    Trust (*Vishwas)* and Respect (*Samman)* as the foundational values of relationship
15. Understanding the meaning of *Vishwas*; Difference between intention and competence
16. Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship
17. Understanding the harmony in the society (society being an extension of family): *Samadhan, Samridhi, Abhay, Sah-astitva* as comprehensive Human Goals
18. Visualizing a universal harmonious order in society- Undivided Society (*Akhand Samaj),* Universal Order (*Sarvabhaum Vyawastha)*- from family to world family!
    - Practice Exercises and Case Studies will be taken up in Practice Sessions.

UNIT 4: Understanding Harmony in the Nature and Existence - Whole existence as Co-existence

19. Understanding the harmony in the Nature
20. Interconnectedness and mutual fulfillment among the four orders of nature-recyclability and self-regulation in nature
21. Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space
22. Holistic perception of harmony at all levels of existence
    - Practice Exercises and Case Studies will be taken up in Practice Sessions.

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT 5: Implications of the above Holistic Understanding of Harmony on Professional Ethics

23. Natural acceptance of human values
24. Definitiveness of Ethical Human Conduct
25. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order
26. Competence in professional ethics:
    a) Ability to utilize the professional competence for augmenting universal human order
    b) Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems,
    c) Ability to identify and develop appropriate technologies and management patterns for above production systems.
27. Case studies of typical holistic technologies, management models and production systems
28. Strategy for transition from the present state to Universal Human Order:
    a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers
    b) At the level of society: as mutually enriching institutions and organizations

Guidelines and Content for Practice Sessions

UNIT 1: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education

PS 1: Introduce yourself in detail. What are the goals in your life? How do you set your goals in your life? How do you differentiate between right and wrong? What have been your achievements and shortcomings in your life? Observe and analyze them.

Expected outcome: the students start exploring themselves; get comfortable to each other and to the teacher and start finding the need and relevance for the course.

PS 2: Now-a-days, there is a lot of voice about many techno-genic maladies such as energy and natural resource depletion, environmental pollution, global warming, ozone depletion, deforestation, soil degradation, etc. – all these seem to be man-made problems threatening the survival of life on Earth – What is the root cause of these maladies & what is the way out in your opinion?

On the other hand, there is rapidly growing danger because of nuclear proliferation, arms race, terrorism, criminalization of politics, large scale corruption, scams, breakdown of relationships, generation gap, depression & suicidal attempts, etc – what do you think, is the root cause of these threats to human happiness and peace – what could be the way out in your opinion?

Expected outcome: the students start finding that technical education without study of human values can generate more problems than solutions. They also start feeling that lack of understanding of human values is the root cause of all problems and the sustained

Director
R.D. Engineering College
Duhai, Ghaz

2018-19

STUDY AND EVALUATION SCHEME

B-Tech. Mechanical Engineering

YEAR: 3rd / SEMESTER-V

S. No.	Subject Code	Subject Name	Department	L-T-P	Theory / Lab Marks	SESSIONAL		Total	Credit
						Test	Assignment / Attendance		
1	RAS501	Managerial Economics	Applied Science	3--0--0	70	20	10	100	3
2	RAS502/ RUC501	Sociology /Cyber Security	Applied Science	3--0--0	70	20	10	100	3
3	RME501	Machine Design-I	Core Deptt.	3--0--0	70	20	10	100	3
4	RME502	Heat & Mass Transfer	Core Deptt.	3--1--0	70	20	10	100	4
5	RME503	Manufacturing Science& Technology-II	Core Deptt.	3--0--0	70	20	10	100	3
6	RME051-054	Deptt. Elective Course-1	Core Deptt.	3--1--0	70	20	10	100	4
7	RME551	Design and Simulation Lab I	Core Deptt.	0--0--2	50		50	100	1
8	RME552	Heat & Mass Transfer Lab	Core Deptt.	0--0--2	50		50	100	1
9	RME553	Manufacturing Technology-II Lab	Core Deptt.	0--0--2	50		50	100	1
10	RME559	Seminar – I		0--0--2	50		50	100	1
TOTAL								**1000**	**24**

DEPTT ELECTIVE COURSE-1

1. **RME-051 IC Engines and Compressors**
2. **RME-052 Mechatronics and Microprocessor**
3. **RME-053 Finite Element Methods**
4. **RME-054 Engineering Optimization**

Director
R.D. Engineering College
Duhai, Ghaziabad

RAS502/ RAS602	SOCIOLOGY	L-T-P: 3-0-0
Unit	**Topic**	**Proposed Lecture**
I	Industrial Sociology: Nature, Scope and Importance of Industrial Sociology. Social Relations in Industry, Social Organisation in Industry- Bureaucracy, Scientific Management and Human Relations.	**06**
II	Rise and Development of Industry: Early Industrialism – Types of Productive Systems – The Manorial or Feudal system. The Guild system, The domestic or putting-out system, and the Factory system. Characteristics of the factory system. Causes and Consequences of industrialization. Obstacles to and Limitations of Industrialization.	**06**
III	Industrialization in India. Industrial Policy Resolutions – 1956.Science. Technology and Innovation Policy of India 2013.	**06**
IV	Contemporary Issues: Grievances and Grievance handling Procedure. Industrial Disputes: causes, Strikes and Lockouts. Preventive Machinery of Industrial Disputes: Schemes of Workers Participation in Management- Works Committee, Collective Bargaining, Bi-partite & Tri-partite Agreement, Code of Discipline, Standing Orders. Labour courts & Industrial Tribunals.	**06**
V	Visualizing the future: Models of industrialization- Collectivist, anarchist, free market, environmentalist, etc. Cultural issues, consumer society and sociological concerns.	**06**

References:

1. PREMVIR KAPOOOR, Sociology & Economics for Engineers, Khanna Publishing House (Edition 2018).
2. GISBERT PASCAL, Fundamentals of Industrial sociology, Tata McGraw Hill, New Delhi, 1972.
2. SCHNEIDER ENGNO V., Industrial Sociology 2nd Ed., McGraw Hill Publishing Co., New Delhi, 1979.
3. MAMORIA C.B. And MAMORIA S., Dynamics of Industrial Relations in India.
4. SINHA G.P. and P.R.N. SINHA, Industrial Relations and Labour Legislations, New Delhi, Oxford and IBH Publishing Co., 1977.
5. S.C. SHARMA, Industrial Safety and Health Management, Khanna Book Publishing Co. (P) Ltd., Delhi (ISBN: 978-93-86173-188)
5. NADKARNI, LAKSHMI, Sociology of Industrial Worker, Rawat, Jaipur,1998.
6. BHOWMICK SHARIT, Industry, Labour and Society,Orient, 2012.
7. RICHARD BROWN, JOHN CHILD, AND S R PARKER, The Sociology of Industry 1st Edition, Routledge, 2015.

Director
R.D. Engineering College
Duhai, Ghaziabad

STUDY AND EVALUATION SCHEME

B-Tech. Mechanical Engineering

YEAR: 3rd / SEMESTER-VI

S. No.	Subject Code	Subject Name	Department	L-T-P	Theory / Lab Marks	SESSIONAL		Total	Credit
						Test	Assignment / Attendance		
1	RAS601	Industrial Management	Applied Science	3--0--0	70	20	10	100	3
2	RUC601/ RAS602	Cyber Security/ Sociology	Applied Science	3--0--0	70	20	10	100	3
3	RME601	Fluid Machinery	Core Deptt.	3--0--0	70	20	10	100	3
4	RME602	Theory of Machines	Core Deptt.	3--1--0	70	20	10	100	4
5	RME603	Machine Design-II	Core Deptt.	3--0--0	70	20	10	100	3
6	RME061-064	Deptt. Elective Course-2	Core Deptt.	3--1--0	70	20	10	100	4
7	RME651	Fluid Machinery Lab	Core Deptt.	0--0--2	50		50	100	1
8	RME652	Theory of Machines Lab	Core Deptt.	0--0--2	50		50	100	1
9	RME653	Design and Simulation Lab II	Core Deptt.	0--0--2	50		50	100	1
10	RME654	Refrigeration & Air-conditioning	Core Deptt.	0--0--2	50		50	100	1
TOTAL								**1000**	**24**

DEPTT ELECTIVE COURSE-2

1. **RME061 Refrigeration & Air-conditioning**
2. **RME062 Production Planning and Control**
3. **RME063 Mechanical Vibration**
4. **RME064 Reliability Engineering**

Director
R.D. Engineering College
Duhai, Ghaziabad

RUC501 /RUC601	CYBER SECURITY	L-T-P: 3-0-0
Unit	**Topic**	**Proposed Lecture**
I	**Introduction-** Introduction to Information Systems, Types of Information Systems, Development of Information Systems, Introduction to Information Security, Need for Information Security, Threats to Information Systems, Information Assurance, Cyber Security, and Security Risk Analysis.	**08**
II	**Application Security-** (Database, E-mail and Internet), Data Security Considerations-Backups, Archival Storage and Disposal of Data, Security Technology-Firewall and VPNs, Intrusion Detection, Access Control. Security Threats -Viruses, Worms, Trojan Horse, Bombs, Trapdoors, Spoofs, E-mail Viruses, Macro Viruses, Malicious Software, Network and Denial of Services Attack, Security Threats to E-Commerce- Electronic Payment System, e- Cash, Credit/Debit Cards. Digital Signature, Public Key Cryptography	**08**
III	**Developing Secure Information Systems-** Application Development Security, Information Security Governance & Risk Management, Security Architecture & Design Security Issues in Hardware, Data Storage & Downloadable Devices, Physical Security of IT Assets, Access Control, CCTV and Intrusion Detection Systems, Backup Security Measures.	**08**
IV	**Security Policies-** Development of Policies, WWW Policies, Email Security Policies, Policy Review Process-Corporate Policies-Sample Security Policies, Publishing and Notification Requirement of the Policies. **Evolving Technology Security –** Mobile, Cloud, Outsourcing, SCM.	**08**
V	**Information Security Standards-**ISO, IT Act, Copyright Act, Patent Law, IPR. Cyber Laws in India; IT Act 2000 Provisions, Intellectual Property Law: Copy Right Law, Software License, Semiconductor Law and Patent Law. **Case Study –** Corporate Security	**08**

References:

1. Charles P. Pfleeger, Shari Lawerance Pfleeger, "Analysing Computer Security", Pearson Education India.
2. V.K.Pachghare, "Cryptography and information Security", PHI Learning Private Limited, Delhi India.
3. Sarika Gupta & Gaurav Gupta, Information Security and Cyber Laws, Khanna Publishing House
4. Anshul Kaushik, Cyber Security, Khanna Publishing House
5. Dr.Surya Prakash Tripathi, Ritendra Goyal, Praveen Kumar Shukla ,"Introduction to Information Security and Cyber Law" Willey Dreamtech Press.
6. Michael E.Whitman and Herbert J Mattord "Principle of Information Security" Cengage
7. Mike Chapple and David Seidl "Cyberwarfare: Information operations in a connected world" Jones & Bartlett Learning
8. Schou, Shoemaker, "Information Assurance for the Enterprise", Tata McGraw Hill.
9. CHANDER, HARISH," Cyber Laws And It Protection " , PHI Learning Private Limited ,Delhi
10. V.K. Jain, Cryptography and Network Security, Khanna Publishing House, Delhi

Director
R.D. Engineering College
Duhai, Ghaziabad

2nd Year III-SEMESTER

S. No.	Subject Code	Subject Name	L-T-P	Th/Lab ESE	Sessional		Total	Credit
					CT	TA		
1.	RAS301/ ROE031 to 036, 038, 039	Mathematics-III/ Science Based OE	3-1-0	70	20	10	100	4
2.	RVE301/ RAS302	Universal Human Values & Professional Ethics / Environment & Ecology	3-0-0	70	20	10	100	3
3.	RCE303	Fluid Mechanics	3-0-0	70	20	10	100	3
4.	RME301	Material Science	3-0-0	70	20	10	100	3
5.	RME302	Thermodynamics	3-1-0	70	20	10	100	4
6.	RME303	Mechanics of Solids	3-0-0	70	20	10	100	3
7.	RCE353	Fluid Mechanics Lab	0-0-2	50	30	20	100	1
8.	RME351	Material Science & Testing Lab	0-0-2	50	30	20	100	1
9.	RME352	Thermodynamics Lab	0-0-2	50	30	20	100	1
10.	RME353	Computer Aided Machine Drawing–I Lab	0-0-2	50	30	20	100	1
11.	RME101*	Elements of Mechanical Engineering*	3-1-0	70	20	10	100*	--
12.	RCE151*	Computer Aided Engineering Graphics*	0-0-3	50	30	20	100*	--
TOTAL							**1000**	**24**

CT: Class Test **TA**: Teacher Assessment **L/T/P**: Lecture/ Tutorial/ Practical

***B.Tech. IInd year lateral entry students belonging to B.Sc. Stream, shall clear the subjects RCE151/RCE251 and RME101/201 of the first year Engineering Programme along with the second year subjects.**

Science Based Open Electives:

a. ROE031/ROE041 Introduction to soft computing
b. ROE032/ROE042 Nano Science
c. ROE033/ROE043 Laser System and Application
d. ROE034/ROE044 Space Science
e. ROE035/ROE045 Polymer Science & Technology
f. ROE036/ROE046 Nuclear Science
g. ROE038/ROE048 Discrete Mathematics
h. ROE039/ROE049 Applied Linear Algebra

Director
R.D. Engineering College
Duhai, Ghaziabad

Syllabus

RAS 302/RAS 402 : ENVIRONMENT & ECOLOGY

Unit	Content	Hours
UNIT-I	Definition, Scope & Importance, Need For Public Awareness- Environment definition, Eco system – Balanced ecosystem, Human activities – Food, Shelter, Economic and social Security. Effects of human activities on environment-Agriculture, Housing, Industry, Mining and Transportation activities, Basics of Environmental Impact Assessment. Sustainable Development.	8
UNIT-II	Natural Resources. Water Resources- Availability and Quality aspects. Water borne diseases, Water induced diseases, Fluoride problem in drinking water. Mineral Resources, Forest Wealth, Material cycles- Carbon, Nitrogen and Sulphur Cycles. Energy – Different types of energy, Electro-magnetic radiation. Conventional and Non-Conventional sources – Hydro Electric, Fossil Fuel based, Nuclear, Solar, Biomass and Bio-gas. Hydrogen as an alternative future source of Energy.	8
UNIT-III	Environmental Pollution and their effects. Water pollution, Land pollution. Noise pollution, Public Health aspects, Air Pollution, Solid waste management, e-waste management Current Environmental Issues of Importance: Population Growth, Climate Change and Global warming- Effects, Urbanization, Automobile pollution. Acid Rain, Ozone Layer depletion, Animal Husbandry.	8
UNIT-IV	Environmental Protection - Role of Government, Legal aspects, Initiatives by Non-governmental Organizations (NGO), Environmental Education, Women Education.	8

Text Books

1.Environmental Studies – Benny Joseph – Tata McgrawHill-2005
2.Environmental Studies – Dr. D.L. Manjunath, Pearson Education-2006.
3.Environmental studies – R, Rajagopalan – Oxford Publication - 2005.
4.Text book of Environmental Science & Technology – M. Anji Reddy – BS Publication.

Reference Books

1.Principles of Environmental Science and Engineering – P. Venugoplan Rao, Prentice Hall of India.
2.Environmental Science and Engineering – Meenakshi, Prentice Hall India.

Director
R.D. Engineering College
Duhai, Ghaziabad

2nd Year IV-SEMESTER

S. No.	Subject Code	Subject Name	L-T-P	ESE Marks	Sessional		Total	Credit
					CT	TA		
1.	ROE041 to 046, 048, 049/ RAS401	Science Based OE/ Mathematics-III	3-1-0	70	20	10	100	4
2.	RAS402/ RVE401	Environment & Ecology/ Universal Human Values & Professional Ethics	3-0-0	70	20	10	100	3
3.	REE409	Electrical Machines & Controls	3-0-0	70	20	10	100	3
4.	RME401	Measurement and Metrology	3-0-0	70	20	10	100	3
5.	RME402	Manufacturing Science & Technology-I	3-0-0	70	20	10	100	3
6.	RME403	Applied Thermodynamics	3-1-0	70	20	10	100	4
7.	REE459	Electrical Machines and Controls Lab	0-0-2	50	30	20	100	1
8.	RME451	Measurement and Metrology Lab	0-0-2	50	30	20	100	1
9.	RME452	Manufacturing Science & Technology–I Lab	0-0-2	50	30	20	100	1
10.	RME453	Computer Aided Machine Drawing-II Lab	0-0-2	50	30	20	100	1
11.	RME201*	Elements of Mechanical Engineering*	3-1-0	70	20	10	100*	--
12.	RCE251*	Computer Aided Engineering Graphics*	0-0-3	50	30	20	100*	--
TOTAL							**1000**	**24**

CT: Class Test **TA**: Teacher Assessment **L/T/P**: Lecture/ Tutorial/ Practical

***B.Tech. IInd year lateral entry students belonging to B.Sc. Stream, shall clear the subjects RCE151/RCE251 and RME101/201 of the first year Engineering Programme along with the second year subjects.**

NOTE: Practical summer training-1 of 4-weeks after IV semester or Minor fabrication project will be evaluated in VII semester.

Science Based Open Electives:

a. ROE031/ROE041 Introduction to soft computing
b. ROE032/ROE042 Nano Science
c. ROE033/ROE043 Laser System and Application
d. ROE034/ROE044 Space Science
e. ROE035/ROE045 Polymer Science & Technology
f. ROE036/ROE046 Nuclear Science
g. ROE038/ROE048 Discrete Mathematics
h. ROE039/ROE049 Applied Linear Algebra

Director
R.D. Engineering College
Duhai, Ghaziabad

A Foundation course
In
Universal Human Values and Professional Ethics

Universal Human Values and Professional Ethics **[L-T-P: 3-0-0]**

Course Objectives

This introductory course input is intended

1. To help the students appreciate the essential complementarily between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity, which are the core aspirations of all human beings

2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of Existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way

3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behavior and mutually enriching interaction with Nature

Thus, this course is intended to provide a much needed orientational input in value education to the young enquiring minds.

Course Methodology

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.
2. It is free from any dogma or value prescriptions.
3. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation.
4. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student leading to continuous self-evolution.
5. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

Director
R.D. Engineering College
Duhai, Ghaziabad

Course Syllabus: Universal Human Values and Professional Ethics [L-T-P: 3-0-0]

The whole course is divided into 5 modules.

After every two lectures of one hour each, there is a 2 hour practice session.

The teachers are oriented to the inputs through an eight to ten day workshop (Teachers' Orientation Program).

The Teacher's Manual provides them the lecture outline. The outline has also been elaborated into presentations and provided in a DVD with this book to facilitate sharing.

The teacher is expected to present the issues to be discussed as propositions and encourage the students to have a dialogue. The process of dialogue is enriching for both, the teacher as well as the students.

The syllabus for the lectures is given below:

UNIT 1: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education

1. Understanding the need, basic guidelines, content and process for Value Education
2. Self Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration
3. Continuous Happiness and Prosperity- A look at basic Human Aspirations
4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority
5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario
6. Method to fulfill the above human aspirations: understanding and living in **harmony** at various levels

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT 2: Understanding Harmony in the Human Being - Harmony in Myself!

7. Understanding human being as a co-existence of the sentient 'I' and the material 'Body'
8. Understanding the needs of Self ('I') and 'Body' - *Sukh* and *Suvidha*
9. Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer)
10. Understanding the characteristics and activities of 'I' and harmony in 'I'
11. Understanding the harmony of I with the Body: *Sanyam* and *Swasthya*; correct appraisal of Physical needs, meaning of Prosperity in detail
12. Programs to ensure *Sanyam* and *Swasthya*
    - Practice Exercises and Case Studies will be taken up in Practice Sessions.

UNIT 3: Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship

13. *Understanding Harmony in the family – the basic unit of human interaction*
14. Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*;
    Trust (*Vishwas)* and Respect (*Samman)* as the foundational values of relationship
15. Understanding the meaning of *Vishwas*; Difference between intention and competence
16. Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship
17. Understanding the harmony in the society (society being an extension of family): *Samadhan, Samridhi, Abhay, Sah-astitva* as comprehensive Human Goals
18. Visualizing a universal harmonious order in society- Undivided Society (*Akhand Samaj),* Universal Order (*Sarvabhaum Vyawastha)*- from family to world family!
    - Practice Exercises and Case Studies will be taken up in Practice Sessions.

UNIT 4: Understanding Harmony in the Nature and Existence - Whole existence as Co-existence

19. Understanding the harmony in the Nature
20. Interconnectedness and mutual fulfillment among the four orders of nature-recyclability and self-regulation in nature
21. Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space
22. Holistic perception of harmony at all levels of existence
    - Practice Exercises and Case Studies will be taken up in Practice Sessions.

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT 5: Implications of the above Holistic Understanding of Harmony on Professional Ethics

23. Natural acceptance of human values
24. Definitiveness of Ethical Human Conduct
25. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order
26. Competence in professional ethics:
    a) Ability to utilize the professional competence for augmenting universal human order
    b) Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems,
    c) Ability to identify and develop appropriate technologies and management patterns for above production systems.
27. Case studies of typical holistic technologies, management models and production systems
28. Strategy for transition from the present state to Universal Human Order:
    a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers
    b) At the level of society: as mutually enriching institutions and organizations

Guidelines and Content for Practice Sessions

UNIT 1: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education

PS 1: Introduce yourself in detail. What are the goals in your life? How do you set your goals in your life? How do you differentiate between right and wrong? What have been your achievements and shortcomings in your life? Observe and analyze them.

Expected outcome: the students start exploring themselves; get comfortable to each other and to the teacher and start finding the need and relevance for the course.

PS 2: Now-a-days, there is a lot of voice about many techno-genic maladies such as energy and natural resource depletion, environmental pollution, global warming, ozone depletion, deforestation, soil degradation, etc. – all these seem to be man-made problems threatening the survival of life on Earth – What is the root cause of these maladies & what is the way out in your opinion?

On the other hand, there is rapidly growing danger because of nuclear proliferation, arms race, terrorism, criminalization of politics, large scale corruption, scams, breakdown of relationships, generation gap, depression & suicidal attempts, etc – what do you think, is the root cause of these threats to human happiness and peace – what could be the way out in your opinion?

Expected outcome: the students start finding that technical education without study of human values can generate more problems than solutions. They also start feeling that lack of understanding of human values is the root cause of all problems and the sustained

Director
R.D. Engineering College
Duhai, Ghaziabad

solution could emerge only through understanding of human values and value based living. Any solution brought out through fear, temptation or dogma will not be sustainable.

PS 3:

1. Observe that each one of us has Natural Acceptance, based on which one can verify right or not right for him. Verify this in case of

i) What is Naturally Acceptable to you in relationship- Feeling of respect or disrespect?

ii) What is Naturally Acceptable to you – to nurture or to exploit others?

Is your living the same as your natural acceptance or different?

2. Out of the three basic requirements for fulfillment of your aspirations- right understanding, relationship and physical facilities, observe how the problems in your family are related to each. Also observe how much time & effort you devote for each in your daily routine.

Expected outcome:

1. The students are able to see that verification on the basis of natural acceptance and experiential validation through living is the only way to verify right or wrong, and referring to any external source like text or instrument or any other person cannot enable them to verify with authenticity; it will only develop assumptions.
2. The students are able to see that their practice in living is not in harmony with their natural acceptance most of the time, and all they need to do is to refer to their natural acceptance to remove this disharmony.
3. The students are able to see that lack of right understanding leading to lack of relationship is the major cause of problems in their family and not the lack of physical facilities in most of the cases, while they have given higher priority to earning of physical facilities in their life ignoring relationships and not being aware that right understanding is the most important requirement for any human being.

UNIT 2: Understanding Harmony in the Human Being - Harmony in Myself!

PS 4: List down all your desires. Observe whether the desire is related to Self (I) or Body. If it appears to be related to both, see which part of it is related to Self (I) and which part is related to Body.

Expected outcome: the students are able to see that they can enlist their desires and the desires are not vague. Also they are able to relate their desires to 'I' and 'Body' distinctly. If any desire appears related to both, they are able to see that the feeling is related to I while the physical facility is related to the body. They are also able to see that 'I' and 'Body' are two realities, and most of their desires are related to 'I' and not body, while their efforts are mostly centered on the fulfillment of the needs of the body assuming that it will meet the needs of 'I' too.

PS 5:

1. a. Observe that any physical facility you use, follows the given sequence with time : Necessary & tasteful→ unnecessary & tasteful → unnecessary & tasteless → intolerable

   b. In contrast, observe that any feeling in you is either naturally acceptable or not acceptable at all. If naturally acceptable, you want it continuously and if not acceptable, you do not want it any moment!

Director
R.D. Engineering College
Duhai, Ghaziabad

2. List down all your activities. Observe whether the activity is of 'I' or of Body or with the participation of both 'I' and Body.
3. Observe the activities within 'I'. Identify the object of your attention for different moments (over a period of say 5 to 10 minutes) and draw a line diagram connecting these points. Try to observe the link between any two nodes.

Expected outcome:

1. The students are able to see that all physical facilities they use are required for a limited time in a limited quantity. Also they are able to see that in case of feelings, they want continuity of the naturally acceptable feelings and they do not want feelings which are not naturally acceptable even for a single moment.
2. the students are able to see that activities like understanding, desire, thought and selection are the activities of 'I' only, the activities like breathing, palpitation of different parts of the body are fully the activities of the body with the acceptance of 'I' while the activities they do with their sense organs like hearing through ears, seeing through eyes, sensing through touch, tasting through tongue and smelling through nose or the activities they do with their work organs like hands, legs etc. are such activities that require the participation of both 'I' and body.
3. The students become aware of their activities of 'I' and start finding their focus of attention at different moments. Also they are able to see that most of their desires are coming from outside (through preconditioning or sensation) and are not based on their natural acceptance.

PS 6:

1. Chalk out programs to ensure that you are responsible to your body- for the nurturing, protection and right utilisation of the body.
2. Find out the plants and shrubs growing in and around your campus. Find out their use for curing different diseases.

Expected outcome: The students are able to list down activities related to proper upkeep of the body and practice them in their daily routine. They are also able to appreciate the plants wildly growing in and around the campus which can be beneficial in curing different diseases.

UNIT 3: Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship

PS 7: Form small groups in the class and in that group initiate dialogue and ask the eight questions related to trust. The eight questions are :

1a. Do I want to make myself happy?
2a. Do I want to make the other happy?
3a. Does the other want to make him happy?
4a. Does the other want to make me happy?

What is the answer?
Intention (Natural Acceptance)

1b. Am I able to make myself always happy?
2b. Am I able to make the other always happy?
3b. Is the other able to make him always happy?
4b. Is the other able to make me always happy?

What is the answer?
Competence

Director
R.D. Engineering College
Duhai, Ghaziabad

Let each student answer the questions for himself and everyone else. Discuss the difference between intention and competence. Observe whether you evaluate your intention & competence as well as the others' intention & competence.

Expected outcome: The students are able to see that the first four questions are related to our Natural Acceptance i.e. Intention and the next four to our Competence. They are able to note that the intention is always correct, only competence is lacking! We generally evaluate ourselves on the basis of our intention and others on the basis of their competence! We seldom look at our competence and others' intention as a result we conclude that I am a good person and other is a bad person.

PS 8:

1. Observe on how many occasions you are respecting your related ones (by doing the right evaluation) and on how many occasions you are disrespecting by way of under-evaluation, over-evaluation or otherwise evaluation.
2. Also observe whether your feeling of respect is based on treating the other as yourself or on differentiations based on body, physical facilities or beliefs.

Expected outcome: The students are able to see that respect is right evaluation, and only right evaluation leads to fulfillment in relationship. Many present problems in the society are an outcome of differentiation (lack of understanding of respect), like gender biasness, generation gap, caste conflicts, class struggle, dominations through power play, communal violence, clash of isms, and so on so forth. All these problems can be solved by realizing that the other is like me as he has the same natural acceptance, potential and program to ensure a happy and prosperous life for him and for others though he may have different body, physical facilities or beliefs.

PS 9:

1. Write a note in the form of story, poem, skit, essay, narration, dialogue to educate a child. Evaluate it in a group.
2. Develop three chapters to introduce 'social science- its need, scope and content' in the primary education of children

Expected outcome: The students are able to use their creativity for educating children. The students are able to see that they can play a role in providing value education for children. They are able to put in simple words the issues that are essential to understand for children and comprehensible to them. The students are able to develop an outline of holistic model for social science and compare it with the existing model.

Module 4: Understanding Harmony in the Nature and Existence - Whole existence as Co-existence

PS 10: List down units (things) around you. Classify them in four orders. Observe and explain the mutual fulfillment of each unit with other orders.

Expected outcome: The students are able to differentiate between the characteristics and activities of different orders and study the mutual fulfillment among them. They are also able to see that human beings are not fulfilling to other orders today and need to take appropriate steps to ensure right participation(in terms of nurturing, protection and right utilization) in the nature.

Director
R.D. Engineering College
Duhai, Ghaziabad

PS 11:

1. Make a chart for the whole existence. List down different courses of studies and relate them to different units or levels in the existence.
2. Choose any one subject being taught today. Evaluate it and suggest suitable modifications to make it appropriate and holistic.

Expected outcome: The students feel confident that they can understand the whole existence; nothing is a mystery in this existence. They are also able to see the interconnectedness in the nature, and point out how different courses of study relate to the different units and levels. Also they are able to make out how these courses can be made appropriate and holistic.

UNIT 5: Implications of the above Holistic Understanding of Harmony at all Levels of Existence

PS 12: Choose any two current problems of different kind in the society and suggest how they can be solved on the basis of natural acceptance of human values. Suggest steps you will take in present conditions.

Expected outcome: The students are able to present sustainable solutions to the problems in society and nature. They are also able to see that these solutions are practicable and draw roadmaps to achieve them.

PS 13:

1. Suggest ways in which you can use your knowledge of Technology/Engineering/ Management for universal human order, from your family to the world family.
2. Suggest one format of humanistic constitution at the level of nation from your side.

Expected outcome: The students are able to grasp the right utilization of their knowledge in their streams of Technology/Engineering/ Management to ensure mutually enriching and recyclable productions systems.

PS 14: The course is going to be over now. Evaluate your state before and after the course in terms of

a. Thought b. Behavior and c. Work d. Realization

Do you have any plan to participate in the transition of the society after graduating from the institute? Write a brief note on it.

Expected outcome: The students are able to sincerely evaluate the course and share with their friends. They are also able to suggest measures to make the course more effective and relevant. They are also able to make use of their understanding in the course for a happy and prosperous society.

Director
R.D. Engineering College
Duhai, Ghaziabad

Reference Material

The primary resource material for teaching this course consists of

a. The text book

R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics, Excel books, New Delhi, 2010, ISBN 978-8-174-46781-2

b. The teacher's manual

R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics – Teachers Manual, Excel books, New Delhi, 2010

c. A set of DVDs containing

- Video of Teachers' Orientation Program
- PPTs of Lectures and Practice Sessions
- Audio-visual material for use in the practice sessions

In addition, the following reference books may be found useful for supplementary reading in connection with different parts of the course:

1. B L Bajpai, 2004, *Indian Ethos and Modern Management*, New Royal Book Co., Lucknow. Reprinted 2008.
2. PL Dhar, RR Gaur, 1990, *Science and Humanism*, Commonwealth Purblishers.
3. Sussan George, 1976, *How the Other Half Dies,* Penguin Press. Reprinted 1986, 1991
4. Ivan Illich, 1974, *Energy & Equity,* The Trinity Press, Worcester, and HarperCollins, USA
5. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, limits to Growth, Club of Rome's Report, Universe Books.
6. Subhas Palekar, 2000, *How to practice Natural Farming,* Pracheen(Vaidik) Krishi Tantra Shodh, Amravati.
7. A Nagraj, 1998, *Jeevan Vidya ek Parichay,* Divya Path Sansthan, Amarkantak.
8. E.F. Schumacher, 1973, *Small is Beautiful: a study of economics as if people mattered*, Blond & Briggs, Britain.
9. A.N. Tripathy, 2003, *Human Values*, New Age International Publishers.

Relevant websites, movies and documentaries

1. Value Education websites, http://uhv.ac.in, *http://www.uptu.ac.in*
2. Story of Stuff, *http://www.storyofstuff.com*
3. Al Gore, *An Inconvenient Truth*, Paramount Classics, USA
4. Charlie Chaplin, *Modern Times*, United Artists, USA
5. IIT Delhi, *Modern Technology – the Untold Story*
6. *Gandhi A., Right Here Right Now, Cyclewala Productions*

Director
R.D. Engineering College
Duhai, Ghaziabad

SIXTH SEMESTER

CIVIL ENGINEERING

SESSION 2018-19

Sl No.	Subject Code	Subject Name	Teaching Deptt.	L-T-P	Th/Lab Marks	Sessional		Total	Credit
					ESE	CT	TA.		
1	RAS601	INDUSTRIAL MANAGEMENT	Applied Science	3—0---0	70	20	10	100	3
2	RUC601/ RAS602	CYBER SECURITY/SOCIOLOGY	Applied Science	3—0---0	70	20	10	100	3
3	RCE601	DESIGN OF STRUCTURE-II	Core Deptt.	3—0---0	70	20	10	100	3
4	RCE602	ENVIRONMENTAL ENGINEERING	Core Deptt.	3—1---0	70	20	10	100	4
5	RCE603	TRANSPORTATION ENGINEERING	Core Deptt.	3—0---0	70	20	10	100	3
6	RCE061 REC062 RCE063	**ELECTIVE -2** FOUNDATION DESIGN INTEGRATED WASTE MANAGEMENT FOR A SMART CITY GEOSYNTHESIS AND REINFORCED SOIL STRUCTURES	Core Deptt.	3—1---0	70	20	10	100	4
7	RCE651	CAD LAB-2	Core Deptt.	0—0---2	50		50	100	1
8	RCE652	ENVIRONMENTAL ENGINEERING LAB	Core Deptt.	0—0---2	50		50	100	1
9	RCE653	TRANSPORTATION ENGINEERING LAB	Core Deptt.	0—0---2	50		50	100	1
10	RCE 654	STRUCTURAL DETAILING LAB	Core Deptt.	0—0---2	50		50	100	1
	TOTAL				620	120	260	**1000**	**24**

Director
R.D. Engineering College
Duhai, Ghaziabad

RAS502/ RAS602	SOCIOLOGY	L-T-P: 3-0-0
Unit	**Topic**	**Proposed Lecture**
I	Industrial Sociology: Nature, Scope and Importance of Industrial Sociology. Social Relations in Industry, Social Organisation in Industry- Bureaucracy, Scientific Management and Human Relations.	**06**
II	Rise and Development of Industry: Early Industrialism – Types of Productive Systems – The Manorial or Feudal system. The Guild system, The domestic or putting-out system, and the Factory system. Characteristics of the factory system. Causes and Consequences of industrialization. Obstacles to and Limitations of Industrialization.	**06**
III	Industrialization in India. Industrial Policy Resolutions – 1956.Science. Technology and Innovation Policy of India 2013.	**06**
IV	Contemporary Issues: Grievances and Grievance handling Procedure. Industrial Disputes: causes, Strikes and Lockouts. Preventive Machinery of Industrial Disputes: Schemes of Workers Participation in Management- Works Committee, Collective Bargaining, Bi-partite & Tri-partite Agreement, Code of Discipline, Standing Orders. Labour courts & Industrial Tribunals.	**06**
V	Visualizing the future: Models of industrialization- Collectivist, anarchist, free market, environmentalist, etc. Cultural issues, consumer society and sociological concerns.	**06**

References:

1. PREMVIR KAPOOOR, Sociology & Economics for Engineers, Khanna Publishing House (Edition 2018).
2. GISBERT PASCAL, Fundamentals of Industrial sociology, Tata McGraw Hill, New Delhi, 1972.
2. SCHNEIDER ENGNO V., Industrial Sociology 2nd Ed., McGraw Hill Publishing Co., New Delhi, 1979.
3. MAMORIA C.B. And MAMORIA S., Dynamics of Industrial Relations in India.
4. SINHA G.P. and P.R.N. SINHA, Industrial Relations and Labour Legislations, New Delhi, Oxford and IBH Publishing Co., 1977.
5. S.C. SHARMA, Industrial Safety and Health Management, Khanna Book Publishing Co. (P) Ltd., Delhi (ISBN: 978-93-86173-188)
5. NADKARNI, LAKSHMI, Sociology of Industrial Worker, Rawat, Jaipur,1998.
6. BHOWMICK SHARIT, Industry, Labour and Society,Orient, 2012.
7. RICHARD BROWN, JOHN CHILD, AND S R PARKER, The Sociology of Industry 1st Edition, Routledge, 2015.

Director
R.D. Engineering College
Duhai, Ghaziabad

2nd Year IV-SEMESTER

S. No.	Subject Code	Subject Name	L-T-P	ESE Marks	Sessional		Total	Credit
					CT	TA		
1.	RAS401/ ROE040 to 049	Mathematics-III/ Science Based Open Elective	3-1-0	70	20	10	100	4
2.	RAS402/ RVE401	Environment & Ecology/ Universal Human Values & Professional Ethics	3-0-0	70	20	10	100	3
3.	RCS405	Data Structures	3-0-0	70	20	10	100	3
4.	RCE401	Hydraulics & Hydraulic Machines	3-0-0	70	20	10	100	3
5.	RCE402	Geoinformatics	3-0-0	70	20	10	100	3
6.	RCE403	Structural Analysis	3-1-0	70	20	10	100	4
7.	RCE452	Geoinformatics Lab	0-0-2	50	30	20	100	1
8.	RCE453	Structural Analysis Lab	0-0-2	50	30	20	100	1
9.	RCE454	Building Planning & Drawing Lab	0-0-2	50	30	20	100	1
10.	RCE455	Hydraulics & Machine Lab	0-0-2	50	30	20	100	1
11.	RME201*	Elements of Mechanical Engineering*	3-1-0	70	20	10	100*	--
12.	RCE251*	Computer Aided Engineering Graphics*	0-0-3	50	30	20	100*	--
Total							1000	24

CT: Class Test **TA**: Teacher Assessment **L/T/P**: Lecture/ Tutorial/ Practical

***B.Tech. IInd year lateral entry students belonging to B.Sc. Stream, shall clear the subjects RCE151/RCE251 and RME101/201 of the first year Engineering Programme along with the second year subjects.**

Industrial Training:
Students will go for Industrial Training of 8-10 weeks in total in two parts (Industrial Training-1 & Industrial Training-2) which is to be evaluated in VII semester after submission of separate training report for each part.
Industrial Training-1: Students will go to Industrial Training-1 of 4 weeks after IV semester which will be evaluated in VII semester.

Science Based Open Electives:
a. ROE030/ROE040 Manufacturing Process
b. ROE031/ROE041 Introduction to soft computing
c. ROE032/ROE042 Nano Science
d. ROE033/ROE043 Laser System and Application
e. ROE034/ROE044 Space Science
f. ROE035/ROE045 Polymer Science & Technology
g. ROE036/ROE046 Nuclear Science
h. ROE037/ROE047 Material Science
i. ROE038/ROE048 Discrete Mathematics
j. ROE039/ROE049 Applied Linear Algebra

Director
R.D. Engineering College
Duhai, Ghaziabad

Syllabus

RAS 302/RAS 402 : ENVIRONMENT & ECOLOGY

Unit	Content	Hours
UNIT-I	Definition, Scope & Importance, Need For Public Awareness- Environment definition, Eco system – Balanced ecosystem, Human activities – Food, Shelter, Economic and social Security. Effects of human activities on environment-Agriculture, Housing, Industry, Mining and Transportation activities, Basics of Environmental Impact Assessment. Sustainable Development.	8
UNIT-II	Natural Resources. Water Resources- Availability and Quality aspects. Water borne diseases, Water Induced diseases, Fluoride problem in drinking water. Mineral Resources, Forest Wealth, Material cycles- Carbon, Nitrogen and Sulphur Cycles. Energy – Different types of energy, Electro-magnetic radiation. Conventional and Non-Conventional sources – Hydro Electric, Fossil Fuel based, Nuclear, Solar, Biomass and Bio-gas. Hydrogen as an alternative future source of Energy.	8
UNIT-III	Environmental Pollution and their effects. Water pollution, Land pollution. Noise pollution, Public Health aspects, Air Pollution, Solid waste management, e-waste management Current Environmental Issues of Importance: Population Growth, Climate Change and Global warming- Effects, Urbanization, Automobile pollution. Acid Rain, Ozone Layer depletion, Animal Husbandry.	8
UNIT-IV	Environmental Protection - Role of Government, Legal aspects, Initiatives by Non-governmental Organizations (NGO), Environmental Education, Women Education.	8

Text Books

1.Environmental Studies – Benny Joseph – Tata McgrawHill-2005
2.Environmental Studies – Dr. D.L. Manjunath, Pearson Education-2006.
3.Environmental studies – R. Rajagopalan – Oxford Publication - 2005.
4.Text book of Environmental Science & Technology – M. Anji Reddy – BS Publication.

Reference Books

1.Principles of Environmental Science and Engineering – P. Venugoplan Rao, Prentice Hall of India.
2.Environmental Science and Engineering – Meenakshi, Prentice Hall India.

Director
R.D. Engineering College
Duhai, Ghaziabad

2018-19

MBA Evaluation Scheme for Session 2017 - 2018
Semester III

S. No.	Subject Code	Subject Title	Periods			Evaluation Scheme					Credit
						Sessional			ESE	Total	
			L	T	P	CT	TA	Total			
1	RMB301	Strategic Management	3	0	0	20	10	30	70	100	3
2	RMB302	International Business Management	3	0	0	20	10	30	70	100	3
3		Major Specialization Group Elective 1	3	0	0	20	10	30	70	100	3
4		Major Specialization Group Elective 2	3	0	0	20	10	30	70	100	3
5		Major Specialization Group Elective 3	3	0	0	20	10	30	70	100	3
6		Minor Specialization Group Elective 1	3	0	0	20	10	30	70	100	3
7		Minor Specialization Group Elective 2	3	0	0	20	10	30	70	100	3
8	RVE301	Universal Human Values and Professional Ethics	3	0	0	20	10	30	70	100	3
9	RMB351	Summer Training Project Report & Viva Voce	0	0	6		30	30	70	100	3
TOTAL										**900**	27

ESE- End Semester Examination
CA - Class Test
TA - Teacher Assessment

Director
R.D. Engineering College
Duhai, Ghaziabad

KVE401 **Universal Human Values and Professional Ethics**

L	T	P	C
3	0	0	3

Objectives:

1. To help students distinguish between values and skills, and understand the need, basic guidelines, content and process of value education.
2. To help students initiate a process of dialog within themselves to know what they 'really want to be' in their life and profession
3. To help students understand the meaning of happiness and prosperity for a human being.
4. To facilitate the students to understand harmony at all the levels of human living, and live accordingly.
5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life

Course Outcome:

On completion of this course, the students will be able to

1. Understand the significance of value inputs in a classroom, distinguish between values and skills, understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperity and do a correct appraisal of the current scenario in the society
2. Distinguish between the Self and the Body, understand the meaning of Harmony in the Self the Co-existence of Self and Body.
3. Understand the value of harmonious relationship based on trust, respect and other naturally acceptable feelings in human-human relationships and explore their role in ensuring a harmonious society
4. Understand the harmony in nature and existence, and work out their mutually fulfilling participation in the nature.
5. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

Catalogue Description

Every human being has two sets of questions to answer for his life: a) what to do? and, b) how to do?. The first set pertains to the value domain, and the other to the skill domain. Both are complimentary, but value domain has a higher priority. Today, education has become more and more skill biased, and hence, the basic aspiration of a human being, that is to live with happiness and prosperity, gets defeated, in spite of abundant technological progress. This course is aimed at giving inputs that will help to ensure the right understanding and right feelings in the students in their life and profession, enabling them to lead an ethical life. In this course, the students learn the process of self-exploration, the difference between the Self and the Body, the naturally acceptable feelings in relationships in a family, the comprehensive human goal in the society, the mutual fulfillment in the nature and the co-existence in existence. As a natural outcome of such inputs, they are able to evaluate an ethical life and profession ahead.

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT-1 **Course Introduction - Need, Basic Guidelines, Content and Process for Value Education**

Understanding the need, basic guidelines, content and process for Value Education, Self-Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration, Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority, Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario, Method to fulfill the above human aspirations: understanding and living in harmony at various levels.

UNIT-2 **Understanding Harmony in the Human Being - Harmony in Myself**

Understanding human being as a co-existence of the sentient 'I' and the material 'Body', Understanding the needs of Self ('I') and 'Body' - Sukh and Suvidha, Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer), Understanding the characteristics and activities of 'I' and harmony in 'I', Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail, Programs to ensure Sanyam and Swasthya.

UNIT-3 **Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship**

Understanding harmony in the Family- the basic unit of human interaction , Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*; Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship, Understanding the meaning of *Vishwas*; Difference between intention and competence, Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship, Understanding the harmony in the society (society being an extension of family): *Samadhan*, *Samridhi*, *Abhay*, *Sah-astitva* as comprehensive Human Goals, Visualizing a universal harmonious order in society- Undivided Society (*AkhandSamaj*), Universal Order (*SarvabhaumVyawastha*)- from family to world family!.

UNIT-4 **Understanding Harmony in the Nature and Existence - Whole existence as Co-existence**

Understanding the harmony in the Nature, Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature, Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.

UNIT-5 **Implications of the above Holistic Understanding of Harmony on Professional Ethics**

Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Competence in Professional Ethics: a) Ability to utilize the professional competence for augmenting universal human order, b) Ability to identify the scope and characteristics of people-friendly and eco-friendly

Director
R.D. Engineering College
Duhai Ghaziabad

production systems, technologies and management models, Case studies of typical holistic technologies, management models and production systems, Strategy for transition from the present state to Universal Human Order: a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers, b) At the level of society: as mutually enriching institutions and organizations.

Text Books:

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

References:

1. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA
2. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
4. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
5. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
6. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
7. A N Tripathy, 2003, Human Values, New Age International Publishers.
8. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
9. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers , Oxford University Press
10. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
11. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

Mode of Evaluation:

Assignment/ Seminar/Continuous Assessment Test/Semester End Exam

Director
R.D. Engineering College
Duhai, Ghaziabad

2018-19

MBA 1st Year Course Structure in accordance with AICTE Model Curriculum
Effective w.e.f. Academic Session 2018
SEMESTER - I

S. No	CODE	SUBJECT	PERIODS			EVALUATION SCHEME				END SEMESTER		TOTAL	CREDIT
			L	T	P	CT	TA	TOTAL	PS	TE	PE		
1	KMB 101	MANAGEMENT CONCEPT & INDIAN ETHOS	4	0	0	30	20	50	0	100	0	150	3
2	KMB102	MANAGERIAL ECONOMICS	4	0	0	30	20	50	0	100	0	150	3
3	KMB103	FINANCIAL ACCOUNTING FOR MANAGERS	4	0	0	30	20	50	0	100	0	150	3
4	KMB104	BUSINESS STATISTICS AND ANALYSIS	4	0	0	30	20	50	0	100	0	150	3
5	KMB105	ORGANISATIONAL BEHAVIOUR	4	0	0	30	20	50	0	100	0	150	3
6	KMB106	MARKETING MANAGEMENT - I	4	0	0	30	20	50	0	100	0	150	3
7	KMB107	BUSINESS COMMUNICATION	4	0	0	30	20	50	0	100	0	150	3
8	KMB108	COMPUTER APPLICATION IN MANAGEMENT	3	0	1	30	20	50	0	100	0	150	3
9	NON CREDIT	DEVELOPING SOFT SKILLS & PERSONALITY	2	0	0							0	0
		TOTAL										**1200**	**24**

SEMESTER - II

S. No	CODE	SUBJECT	PERIODS			EVALUATION SCHEME				END SEMESTER		TOTAL	CREDIT
			L	T	P	CT	TA	TOTAL	PS	TE	PE		
1	KMB 201	BUSINESS ENVIRONMENT	4	0	0	30	20	50	0	100	0	150	3
2	KMB202	HUMAN RESOURCE MANAGEMENT	4	0	0	30	20	50	0	100	0	150	3
3	KMB203	BUSINESS RESEARCH METHODS	4	0	0	30	20	50	0	100	0	150	3
4	KMB204	FINANCIAL MANAGEMENT & CORPORATE FINANCE	4	0	0	30	20	50	0	100	0	150	3
5	KMB205	OPERATIONS MANAGEMENT	4	0	0	30	20	50	0	100	0	150	3
6	KMB206	QUANTITATIVE TECHNIQUES FOR MANAGERS	4	0	0	30	20	50	0	100	0	150	3
7	KMB207	LEGAL ASPECTS OF BUSINESS	4	0	0	30	20	50	0	100	0	150	3
8	KMB208	MARKETING MANAGEMENT – II	4	0	0	30	20	50	0	100	0	150	3
9	KMB209	COMPREHENSIVE VIVA	0	0	0					100	0	100	3
10	NON CREDIT	DEVELOPING SOFT SKILLS & PERSONALITY	2	0	0							0	0
		TOTAL										1300	27

Director
R.D. Engineering College
Duhai, Ghaziabad

2018 – 2019

Dr. APJ Abdul Kalam Technical University, Lucknow

Study and Evaluation Scheme

MCA (Master of Computer Applications)
(Effective From Session 2016-17)

Year – I Semester - I

Sl. No.	Subject Code	Subject Name	Periods			Evaluation Scheme					Credit
			L	T	P	Session Exams			ESE	Subject Total	
						CT	TA	Total			
1	RCA105	Professional Communication	3	1	0	20	10	30	70	100	04
2	RCA101	Computer Concepts & Principals of Programming	3	1	0	20	10	30	70	100	04
3	RCA102	Accounting & Financial Management	3	1	0	20	10	30	70	100	04
4	RCA103	Discrete Mathematics	3	1	0	20	10	30	70	100	04
5	RCA104	Computer Organization & Architecture	3	1	0	20	10	30	70	100	04
Practical											
6	RCA151	Professional Communication Lab	0	0	3	30	20	50	50	100	02
7	RCA152	Programming Lab	0	0	3	30	20	50	50	100	02
		Total	15	4	5					700	24

Director
R.D. Engineering College
Duhai, Ghaziabad

Year – I Semester - II

Sl. No.	Subject Code	Subject Name	Periods			Evaluation Scheme					Credit
			L	T	P	Session Exams			ESE	Subject Total	
						CT	TA	Total			
1	RCA201	Computer Based Numerical & Statistical Techniques	3	1	0	20	10	30	70	100	04
2	RCA202	Data Structures	3	1	0	20	10	30	70	100	04
3	RCA203	Introduction to Automata Theory & Languages	3	1	0	20	10	30	70	100	04
4	RCA204	Innovation & Entrepreneurship	3	1	0	20	10	30	70	100	04
5	RHU001	Human Values & Professional Ethics	3	0	0	20	10	30	70	100	03
Practical											
6	RCA251	Computer Based Numerical & Statistical Techniques Lab	0	0	3	30	20	50	50	100	02
7	RCA252	Data Structure Lab	0	0	6	30	20	50	50	100	03
		Total	14	4	6					700	24

Director
R.D. Engineering College
Duhai, Ghaziabad

Professional Communication

MCA I Semester

Unit-1:
Fundamentals of Communication Technical Communication: features: Distinction between General and Technical communication; Language as a tool of communication; Levels of communication: Interpersonal, Organizational, Mass communications; The flow of Communication: Downward, Upward, Lateral of Horizontal (Peer group): Importance of technical communication; Barriers to Communication.

Unit-II:
Constituents of Technical Written Communication Words and Phrases: Word formation. Synonyms and Antonyms; Homophones; Select vocabulary of about 500-1000 New words; Correct Usage: all Parts of Speech; Modals; Concord; Articles; Infinitives; Requisites of Sentence Construction: Paragraph

Development: Techniques and Methods- Inductive, Deductive, Spatial, Linear, Chronological etc; The Art of Condensation-various steps.

Unit-III
Business Communication Principles, Sales & Credit letters; Claim and Adjustment Letters; Job application and Resumes. Reports: Types; Significance; Structure, Style & Writing of Reports. Technical Proposal; Parts; Types; Writing of Proposal; Significance, Negotiation & Business Presentation skills

Unit-IV
Presentation Strategies and Listening Skills. Defining Purpose; Audience & Local; Organizing Contents; Preparing Outline; Audio-visual Aids; Nuances of Delivery; Body Language; Dimensions of Speech: Syllable; Accent; Pitch; Rhythm; Intonation; Paralinguistic features of voice; Listening Skills: Active Listening, Passive Listening. methods for improving Listening Skills

Unit-V
Value-Based Text Readings Following essays form the suggested text book with emphasis on Mechanics of writing.

(i) Humanistic and Scientific Approaches to Human Activity by Moody E. Prior
(ii) The Language of Literature and Science by A. Huxley
(iii) Man and Nature by J.Bronowski
(iv) The Social Function of Literature by Ian Watt
(v) Science and Survival by Barry Commoner
(vi) The Mother of the Sciences by A.J.Bahm
(vii) The Effect of Scientific Temper on Man by Bertrand Russell.

Text Books
1. Improve Your Writing ed. V.N.Arora and Laxmi Chandra, Oxford Univ. Press, 2001, New Delhi
2. Technical Communication: A Practical Approach: Madhu Rani and Seema Verma- Acme Learning
3. Technical Communication- Principles and Practices by Meenakshi Raman & Sangeeta Sharma, Oxford Univ. Press

Reference Books

Director
R.D. Engineering College
Duhai, Ghaziabad

1. Communication Skills for Engineers and Scientists, Sangeeta Sharma et.al. PHI Learning Pvt.Ltd,2011, New Delhi
2. Business Correspondence and Report Writing by Prof. R.C.Sharma & Krishna Mohan, Tata McGraw Hill & Co.Ltd.,2001, New Delhi
3. Word Power Made Easy by Norman Lewis, W.R.Goyal Pub. &Distributors, 2009,Delhi.
4. Developing Communication Skills by Krishna Mohan, Mecra Bannerji- Macmillan India Ltd. 1990, Delhi
5. Manual of Practical Communication by L.U.B.Pandey: A.I.T.B.S. Publications India Ltd.; Krishan Nagar, 2013, Delhi
6. English Grammar and Usage by R.P.Sinha, Oxford University Press, 2005, New Delhi.
7. Spoken English- A manual of Speech and Phonetics by R.K.Bansal & J.B.Harrison, Orient Blackswan, 2013, New Delhi
8. Business English by Ken Taylor, Orient Blackswan, 2011, New Delhi

Director
R.D. Engineering College
Duhai, Ghaziabad

A Foundation course
In
Universal Human Values and Professional Ethics

Universal Human Values and Professional Ethics **[L-T-P: 3-0-0]**

Course Objectives

This introductory course input is intended

1. To help the students appreciate the essential complementarily between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity, which are the core aspirations of all human beings

2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of Existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way

3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behavior and mutually enriching interaction with Nature

Thus, this course is intended to provide a much needed orientational input in value education to the young enquiring minds.

Course Methodology

1. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.
2. It is free from any dogma or value prescriptions.
3. It is a process of self-investigation and self-exploration, and not of giving sermons. Whatever is found as truth or reality is stated as a proposal and the students are facilitated to verify it in their own right, based on their Natural Acceptance and subsequent Experiential Validation.
4. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student leading to continuous self-evolution.
5. This self-exploration also enables them to critically evaluate their pre-conditionings and present beliefs.

Director
R.D. Engineering College
Duhai, Ghaziabad

Course Syllabus: Universal Human Values and Professional Ethics [L-T-P: 3-0-0]

The whole course is divided into 5 modules.

After every two lectures of one hour each, there is a 2 hour practice session.

The teachers are oriented to the inputs through an eight to ten day workshop (Teachers' Orientation Program).

The Teacher's Manual provides them the lecture outline. The outline has also been elaborated into presentations and provided in a DVD with this book to facilitate sharing.

The teacher is expected to present the issues to be discussed as propositions and encourage the students to have a dialogue. The process of dialogue is enriching for both, the teacher as well as the students.

The syllabus for the lectures is given below:

UNIT 1: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education

1. Understanding the need, basic guidelines, content and process for Value Education
2. Self Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration
3. Continuous Happiness and Prosperity- A look at basic Human Aspirations
4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority
5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario
6. Method to fulfill the above human aspirations: understanding and living in **harmony** at various levels

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT 2: Understanding Harmony in the Human Being - Harmony in Myself!

7. Understanding human being as a co-existence of the sentient 'I' and the material 'Body'
8. Understanding the needs of Self ('I') and 'Body' - *Sukh* and *Suvidha*
9. Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer)
10. Understanding the characteristics and activities of 'I' and harmony in 'I'
11. Understanding the harmony of I with the Body: *Sanyam* and *Swasthya*; correct appraisal of Physical needs, meaning of Prosperity in detail
12. Programs to ensure *Sanyam* and *Swasthya*

    - Practice Exercises and Case Studies will be taken up in Practice Sessions.

UNIT 3: Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship

13. *Understanding Harmony in the family – the basic unit of human interaction*
14. Understanding values in human-human relationship; meaning of *Nyaya* and program for its fulfillment to ensure *Ubhay-tripti*;
    Trust (*Vishwas)* and Respect (*Samman)* as the foundational values of relationship
15. Understanding the meaning of *Vishwas*; Difference between intention and competence
16. Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship
17. Understanding the harmony in the society (society being an extension of family): *Samadhan, Samridhi, Abhay, Sah-astitva* as comprehensive Human Goals
18. Visualizing a universal harmonious order in society- Undivided Society (*Akhand Samaj),* Universal Order (*Sarvabhaum Vyawastha)*- from family to world family!

    - Practice Exercises and Case Studies will be taken up in Practice Sessions.

UNIT 4: Understanding Harmony in the Nature and Existence - Whole existence as Co-existence

19. Understanding the harmony in the Nature
20. Interconnectedness and mutual fulfillment among the four orders of nature-recyclability and self-regulation in nature
21. Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space
22. Holistic perception of harmony at all levels of existence

    - Practice Exercises and Case Studies will be taken up in Practice Sessions.

Director
R.D. Engineering College
Duhai, Ghaziabad

UNIT 5: Implications of the above Holistic Understanding of Harmony on Professional Ethics

23. Natural acceptance of human values
24. Definitiveness of Ethical Human Conduct
25. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order
26. Competence in professional ethics:
    a) Ability to utilize the professional competence for augmenting universal human order
    b) Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems,
    c) Ability to identify and develop appropriate technologies and management patterns for above production systems.
27. Case studies of typical holistic technologies, management models and production systems
28. Strategy for transition from the present state to Universal Human Order:
    a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers
    b) At the level of society: as mutually enriching institutions and organizations

Guidelines and Content for Practice Sessions

UNIT 1: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education

PS 1: Introduce yourself in detail. What are the goals in your life? How do you set your goals in your life? How do you differentiate between right and wrong? What have been your achievements and shortcomings in your life? Observe and analyze them.

Expected outcome: the students start exploring themselves; get comfortable to each other and to the teacher and start finding the need and relevance for the course.

PS 2: Now-a-days, there is a lot of voice about many techno-genic maladies such as energy and natural resource depletion, environmental pollution, global warming, ozone depletion, deforestation, soil degradation, etc. – all these seem to be man-made problems threatening the survival of life on Earth – What is the root cause of these maladies & what is the way out in your opinion?

On the other hand, there is rapidly growing danger because of nuclear proliferation, arms race, terrorism, criminalization of politics, large scale corruption, scams, breakdown of relationships, generation gap, depression & suicidal attempts, etc – what do you think, is the root cause of these threats to human happiness and peace – what could be the way out in your opinion?

Expected outcome: the students start finding that technical education without study of human values can generate more problems than solutions. They also start feeling that lack of understanding of human values is the root cause of all problems and the sustained

Director
R.D. Engineering College
Duhai, Ghaziabad

solution could emerge only through understanding of human values and value based living. Any solution brought out through fear, temptation or dogma will not be sustainable.

PS 3:

1. Observe that each one of us has Natural Acceptance, based on which one can verify right or not right for him. Verify this in case of

i) What is Naturally Acceptable to you in relationship- Feeling of respect or disrespect?

ii) What is Naturally Acceptable to you – to nurture or to exploit others?

Is your living the same as your natural acceptance or different?

2. Out of the three basic requirements for fulfillment of your aspirations- right understanding, relationship and physical facilities, observe how the problems in your family are related to each. Also observe how much time & effort you devote for each in your daily routine.

Expected outcome:

1. The students are able to see that verification on the basis of natural acceptance and experiential validation through living is the only way to verify right or wrong, and referring to any external source like text or instrument or any other person cannot enable them to verify with authenticity; it will only develop assumptions.
2. The students are able to see that their practice in living is not in harmony with their natural acceptance most of the time, and all they need to do is to refer to their natural acceptance to remove this disharmony.
3. The students are able to see that lack of right understanding leading to lack of relationship is the major cause of problems in their family and not the lack of physical facilities in most of the cases, while they have given higher priority to earning of physical facilities in their life ignoring relationships and not being aware that right understanding is the most important requirement for any human being.

UNIT 2: Understanding Harmony in the Human Being - Harmony in Myself!

PS 4: List down all your desires. Observe whether the desire is related to Self (I) or Body. If it appears to be related to both, see which part of it is related to Self (I) and which part is related to Body.

Expected outcome: the students are able to see that they can enlist their desires and the desires are not vague. Also they are able to relate their desires to 'I' and 'Body' distinctly. If any desire appears related to both, they are able to see that the feeling is related to I while the physical facility is related to the body. They are also able to see that 'I' and 'Body' are two realities, and most of their desires are related to 'I' and not body, while their efforts are mostly centered on the fulfillment of the needs of the body assuming that it will meet the needs of 'I' too.

PS 5:

1. a. Observe that any physical facility you use, follows the given sequence with time : Necessary & tasteful→ unnecessary & tasteful → unnecessary & tasteless → intolerable

b. In contrast, observe that any feeling in you is either naturally acceptable or not acceptable at all. If naturally acceptable, you want it continuously and if not acceptable, you do not want it any moment!

Director
R.D. Engineering College
Duhai, Ghaziabad

2. List down all your activities. Observe whether the activity is of 'I' or of Body or with the participation of both 'I' and Body.
3. Observe the activities within 'I'. Identify the object of your attention for different moments (over a period of say 5 to 10 minutes) and draw a line diagram connecting these points. Try to observe the link between any two nodes.

Expected outcome:

1. The students are able to see that all physical facilities they use are required for a limited time in a limited quantity. Also they are able to see that in case of feelings, they want continuity of the naturally acceptable feelings and they do not want feelings which are not naturally acceptable even for a single moment.
2. the students are able to see that activities like understanding, desire, thought and selection are the activities of 'I' only, the activities like breathing, palpitation of different parts of the body are fully the activities of the body with the acceptance of 'I' while the activities they do with their sense organs like hearing through ears, seeing through eyes, sensing through touch, tasting through tongue and smelling through nose or the activities they do with their work organs like hands, legs etc. are such activities that require the participation of both 'I' and body.
3. The students become aware of their activities of 'I' and start finding their focus of attention at different moments. Also they are able to see that most of their desires are coming from outside (through preconditioning or sensation) and are not based on their natural acceptance.

PS 6:

1. Chalk out programs to ensure that you are responsible to your body- for the nurturing, protection and right utilisation of the body.
2. Find out the plants and shrubs growing in and around your campus. Find out their use for curing different diseases.

Expected outcome: The students are able to list down activities related to proper upkeep of the body and practice them in their daily routine. They are also able to appreciate the plants wildly growing in and around the campus which can be beneficial in curing different diseases.

UNIT 3: Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship

PS 7: Form small groups in the class and in that group initiate dialogue and ask the eight questions related to trust. The eight questions are :

1a. Do I want to make myself happy?
2a. Do I want to make the other happy?
3a. Does the other want to make him happy?
4a. Does the other want to make me happy?

What is the answer?
Intention (Natural Acceptance)

1b. Am I able to make myself always happy?
2b. Am I able to make the other always happy?
3b. Is the other able to make him always happy?
4b. Is the other able to make me always happy?

What is the answer?
Competence

Director
R.D. Engineering College
Duhai, Ghaziabad

Let each student answer the questions for himself and everyone else. Discuss the difference between intention and competence. Observe whether you evaluate your intention & competence as well as the others' intention & competence.

Expected outcome: The students are able to see that the first four questions are related to our Natural Acceptance i.e. Intention and the next four to our Competence. They are able to note that the intention is always correct, only competence is lacking! We generally evaluate ourselves on the basis of our intention and others on the basis of their competence! We seldom look at our competence and others' intention as a result we conclude that I am a good person and other is a bad person.

PS 8:

1. Observe on how many occasions you are respecting your related ones (by doing the right evaluation) and on how many occasions you are disrespecting by way of under-evaluation, over-evaluation or otherwise evaluation.
2. Also observe whether your feeling of respect is based on treating the other as yourself or on differentiations based on body, physical facilities or beliefs.

Expected outcome: The students are able to see that respect is right evaluation, and only right evaluation leads to fulfillment in relationship. Many present problems in the society are an outcome of differentiation (lack of understanding of respect), like gender biasness, generation gap, caste conflicts, class struggle, dominations through power play, communal violence, clash of isms, and so on so forth. All these problems can be solved by realizing that the other is like me as he has the same natural acceptance, potential and program to ensure a happy and prosperous life for him and for others though he may have different body, physical facilities or beliefs.

PS 9:

1. Write a note in the form of story, poem, skit, essay, narration, dialogue to educate a child. Evaluate it in a group.
2. Develop three chapters to introduce 'social science- its need, scope and content' in the primary education of children

Expected outcome: The students are able to use their creativity for educating children. The students are able to see that they can play a role in providing value education for children. They are able to put in simple words the issues that are essential to understand for children and comprehensible to them. The students are able to develop an outline of holistic model for social science and compare it with the existing model.

Module 4: Understanding Harmony in the Nature and Existence - Whole existence as Co-existence

PS 10: List down units (things) around you. Classify them in four orders. Observe and explain the mutual fulfillment of each unit with other orders.

Expected outcome: The students are able to differentiate between the characteristics and activities of different orders and study the mutual fulfillment among them. They are also able to see that human beings are not fulfilling to other orders today and need to take appropriate steps to ensure right participation(in terms of nurturing, protection and right utilization) in the nature.

Director
R.D. Engineering College
Duhai, Ghaziabad

PS 11:

1. Make a chart for the whole existence. List down different courses of studies and relate them to different units or levels in the existence.
2. Choose any one subject being taught today. Evaluate it and suggest suitable modifications to make it appropriate and holistic.

Expected outcome: The students feel confident that they can understand the whole existence; nothing is a mystery in this existence. They are also able to see the interconnectedness in the nature, and point out how different courses of study relate to the different units and levels. Also they are able to make out how these courses can be made appropriate and holistic.

UNIT 5: Implications of the above Holistic Understanding of Harmony at all Levels of Existence

PS 12: Choose any two current problems of different kind in the society and suggest how they can be solved on the basis of natural acceptance of human values. Suggest steps you will take in present conditions.

Expected outcome: The students are able to present sustainable solutions to the problems in society and nature. They are also able to see that these solutions are practicable and draw roadmaps to achieve them.

PS 13:

1. Suggest ways in which you can use your knowledge of Technology/Engineering/ Management for universal human order, from your family to the world family.
2. Suggest one format of humanistic constitution at the level of nation from your side.

Expected outcome: The students are able to grasp the right utilization of their knowledge in their streams of Technology/Engineering/ Management to ensure mutually enriching and recyclable productions systems.

PS 14: The course is going to be over now. Evaluate your state before and after the course in terms of

a. Thought b. Behavior and c. Work d. Realization

Do you have any plan to participate in the transition of the society after graduating from the institute? Write a brief note on it.

Expected outcome: The students are able to sincerely evaluate the course and share with their friends. They are also able to suggest measures to make the course more effective and relevant. They are also able to make use of their understanding in the course for a happy and prosperous society.

Director
R.D. Engineering College
Duhai, Ghaziabad

Reference Material

The primary resource material for teaching this course consists of

a. The text book

R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics, Excel books, New Delhi, 2010, ISBN 978-8-174-46781-2

b. The teacher's manual

R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics – Teachers Manual, Excel books, New Delhi, 2010

c. A set of DVDs containing

- Video of Teachers' Orientation Program
- PPTs of Lectures and Practice Sessions
- Audio-visual material for use in the practice sessions

In addition, the following reference books may be found useful for supplementary reading in connection with different parts of the course:

1. B L Bajpai, 2004, *Indian Ethos and Modern Management*, New Royal Book Co., Lucknow. Reprinted 2008.
2. PL Dhar, RR Gaur, 1990, *Science and Humanism*, Commonwealth Purblishers.
3. Sussan George, 1976, *How the Other Half Dies,* Penguin Press. Reprinted 1986, 1991
4. Ivan Illich, 1974, *Energy & Equity,* The Trinity Press, Worcester, and HarperCollins, USA
5. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, limits to Growth, Club of Rome's Report, Universe Books.
6. Subhas Palekar, 2000, *How to practice Natural Farming,* Pracheen(Vaidik) Krishi Tantra Shodh, Amravati.
7. A Nagraj, 1998, *Jeevan Vidya ek Parichay,* Divya Path Sansthan, Amarkantak.
8. E.F. Schumacher, 1973, *Small is Beautiful: a study of economics as if people mattered*, Blond & Briggs, Britain.
9. A.N. Tripathy, 2003, *Human Values*, New Age International Publishers.

Relevant websites, movies and documentaries

1. Value Education websites, http://uhv.ac.in, *http://www.uptu.ac.in*
2. Story of Stuff, *http://www.storyofstuff.com*
3. Al Gore, *An Inconvenient Truth*, Paramount Classics, USA
4. Charlie Chaplin, *Modern Times*, United Artists, USA
5. IIT Delhi, *Modern Technology – the Untold Story*
6. *Gandhi A., Right Here Right Now, Cyclewala Productions*

Director
R.D. Engineering College
Duhai, Ghaziabad