

Paper Code	Nomenclature of Paper	Scheme of Studies Per Week		Credits	External Marks		Internal Marks	Total Marks	
		L	P		Max.	Pass		Max.	Pass
Semester – III									
MT-CSE-18-31	Elective- V	4	0	4	100	40	50	150	60
MT-CSE-18-32	Dissertation-I / Industrial Project	0	20	10	250	100	100	350	140
MT-CSE-18-33	Audit Course	2	0	2	35	14	15	50	20
Total		6	20	16	385	154	165	550	220
Elective V									
MT-CSE-18-31(i): Mobile Applications and Services									
MT-CSE-18-31(ii): Compiler for HPC									
MT-CSE-18-31(iii): Optimization Techniques									
Audit Course: Students of affiliated Institutes/ Colleges are required to select any one paper out of option given below (Excluding the paper already studied in 2 nd semester):									
I. English for Research Paper Writing									
II. Disaster Management									
III. Sanskrit for Technical Knowledge									
IV. Value Education									
V. Constitution of India									
VI. Pedagogy Studies									
VII. Stress Management by Yoga									
VIII. Personality Development through Life Enlightenment Skills.									

MT-CSE-18-31(i): Mobile Applications and Services

Maximum marks: 150 (External: 100, Internal: 50)

Time: 3 hours

Credits: 4

Note: Examiner will be required to set NINE questions in all. Question Number 1 will consist of objective type/short-answer type questions covering the entire syllabus. In addition to question no. 1, the examiner is required to set eight more questions selecting four from each unit. Student will be required to attempt FIVE questions in all. Question Number 1 will be compulsory. In addition to compulsory question, student will have to attempt four more questions selecting two questions from each Unit. All questions will carry equal marks.

Objectives:

- This course presents the two main mobile platforms and their ecosystems, namely Android and iOS.
- To explore emerging technologies and tools used to design and implement feature-rich mobile applications for smartphones and tablets
- It also take into account both the technical constraints relative to storage capacity, processing capacity, display screen, communication interfaces, and the user interface, context and profile

Learning Outcomes:

At the end of this course students will be able to:

- Identify the target platform and users and be able to define and sketch a mobile application
- Understand the fundamentals, frameworks, and development life cycle of mobile application platforms of Android
- Design and develop a mobile application prototype

Unit 1

Introduction to Mobile Applications, Factors in Developing Mobile Applications, Frameworks and Tools, Introduction to Android Development Environment, Generic UI Development Android User, Basics of Android, Importance and scope, Android Architecture, Android Stack, Android Applications Structure, Android Emulator, Android SDK, Overview of Android Studio, Android and File Structure, Android Virtual Device Manager

Unit 2

More on Uis: Building a User Interface, TextView, EditText, Check Boxes, Radio Buttons, The Spinner, ArrayAdapter, DatePicker, Text-to-Speech Techniques, Fragments and Multi-platform development, Creating Widgets: Layouts, Canvas Drawing, Shadows, Gradients; Handling database in Android, Android Storing and Retrieving Data, Working with a Content Provider

Unit 3

Android Applications: Various life cycles for applications; Location and Mapping: location based services, Mapping, Google Maps activity, Working with MapView and MapActivity; Playing and Recording of Audio and Video in application; Sensors and Near Field Communication; Building client server applications.

Unit 4

Preparing for publishing, Signing and preparing the Application, Publishing to the Android Market Introduction to iPhone OS and iOS, Apple iPhone Platform, UI tool kit interfaces, Event handling and Graphics services, Layer Animation. Overview of Cross-platform application development.

References

- Wei-Meng Lee, “Beginning Android™ 4 Application Development ” John Wiley & Sons
- ZigurdMednieks, Laird Dornin, G,BlakeMeike and Masumi Nakamura “Programming Android”, O’Reilly Publications.
- Pradeep Kothari, “Android Application Development: Black Book”, Wiley India Ltd.
- Wei-Meng Lee, “Beginning iPhone SDK Progrmming with Objective-C”, Wiley India Ltd.
- James C.S. “Android Application development”, CENGAGE Learning.

MT-CSE-18-31(ii): Compiler for HPC

Maximum marks: 150 (External: 100, Internal: 50)

Time: 3 hours

Credits: 4

Note: Examiner will be required to set NINE questions in all. Question Number 1 will consist of objective type/short-answer type questions covering the entire syllabus. In addition to question no. 1, the examiner is required to set eight more questions selecting four from each unit. Student will be required to attempt FIVE questions in all. Question Number 1 will be compulsory. In addition to compulsory question, student will have to attempt four more questions selecting two questions from each Unit. All questions will carry equal marks.

Objectives

- To introduce structure of compilers and high performance compiler design for students.
- To discuss concepts of cache coherence and parallel loops in compilers.

Learning Outcomes:

At the end of this course students will be able to:

- Understand the structure of compiler.
- Understand parallel loops, data dependency and exception handling and debugging in compiler.

Unit 1

High Performance Systems, Structure of a Compiler, Programming Language Features, Languages for High Performance, Data Dependence: Data Dependence in Loops, Data Dependence in Conditionals, Data Dependence in Parallel Loops, Program Dependence Graph.

Unit 2

Scalar Analysis with Factored Use-Def Chains: Constructing Factored UseDef Chains, FUD Chains for Arrays, Induction Variables Using FUD Chains, Constant Propagation with FUD Chains, Data Dependence for Scalars. Data Dependence Analysis for Arrays. Array Region Analysis, Pointer Analysis, I/O Dependence, Procedure Calls, Inter-procedural Analysis.

Unit 3

Loop Restructuring: Simple Transformations, Loop Fusion, Loop Fission, Loop Reversal, Loop Interchanging, Loop Skewing, Linear Loop Transformations, Strip-Mining, Loop Tiling, Other Loop Transformations, and Inter-procedural Transformations. Optimizing for Locality: Single Reference to Each Array, Multiple References, General Tiling, Fission and Fusion for Locality.

Unit 4

Concurrency Analysis: Concurrency from Sequential Loops, Concurrency from Parallel Loops, Nested Loops, Round off Error, Exceptions and Debuggers. Vector Analysis: Vector Code, Vector Code from Sequential Loops, Vector Code from for all Loops, Nested Loops, Round off Error, Exceptions, and Debuggers, Multi-vector Computers.

References

- Michael Wolfe, High-Performance Compilers for Parallel Computing, Pearson
- John Levesque, Gene Wagenbreth, High Performance Computing: Programming and Applications (Chapman & Hall/CRC Computational Science) 1st Edition

MT-CSE-18-31(iii): Optimization Techniques

Maximum marks: 150 (External: 100, Internal: 50)

Time: 3 hours

Credits: 4

Note: Examiner will be required to set NINE questions in all. Question Number 1 will consist of objective type/short-answer type questions covering the entire syllabus. In addition to question no. 1, the examiner is required to set eight more questions selecting four from each unit. Student will be required to attempt FIVE questions in all. Question Number 1 will be compulsory. In addition to compulsory question, student will have to attempt four more questions selecting two questions from each Unit. All questions will carry equal marks.

Objectives:

- To provide insight to the mathematical formulation of real world problems.
- To optimize these mathematical problems using nature based algorithms. And the solution is useful especially for NP-Hard problems.

Learning Outcomes:

At the end of this course students will be able to:

- Formulate optimization problems.
- Understand and apply the concept of optimality criteria for various types of optimization problems.
- Solve various constrained and unconstrained problems in Single variable as well as multivariable.
- Apply the methods of optimization in real life situation.

Unit 1

Engineering application of Optimization, Formulation of design problems as mathematical programming problems.

General Structure of Optimization Algorithms, Constraints, The Feasible Region

Unit 2

Branches of Mathematical Programming: Optimization using calculus, Graphical Optimization, Linear Programming, Quadratic Programming, Integer Programming, Semi Definite Programming.

Unit 3

Optimization Algorithms like Genetic Optimization, Particle Swarm Optimization, Ant Colony Optimization etc.

Unit 4

Real life Problems and their mathematical formulation as standard programming problems. Applications of Optimization Algorithms.

References:

- Laurence A. Wolsey (1998). Integer programming. Wiley. ISBN 978-0-471-28366-9.
- Practical Optimization Algorithms and Engineering Applications Andreas Antoniou.
- An Introduction to Optimization Edwin K., P. Chong & Stanislaw h. Zak.
- Dimitris Bertsimas; Robert Weismantel (2005). Optimization over integers. Dynamic Ideas. ISBN 978-0-9759146-2-5.
- John K. Karlof (2006). Integer programming: theory and practice. CRC Press. ISBN 978-0-8493-1914-3.
- H. Paul Williams (2009). Logic and Integer Programming. Springer. ISBN 978-0-387-92279-9.
- Der-San Chen; Robert G. Batson; Yu Dang (2010). Applied Integer Programming: Modeling and Solution. John Wiley and Sons. ISBN 978-0-470-37306-4.
- Michael Jünger; Thomas M. Liebling; Denis Naddef; George Nemhauser; William R. Pulleyblank; Gerhard Reinelt; Giovanni Rinaldi; Laurence A. Wolsey, eds. (2009). 50 Years of Integer Programming 1958-2008: From the Early Years to the State-of-the- Art. Springer. ISBN 978-3- 540-68274-5.

AUDIT COURSE: (i) English For Research Paper Writing

Maximum marks: 50 (External: 35, Internal: 15)

Time: 3 hours

Credits: 2

Note: Examiner will be required to set NINE questions in all. Question Number 1 will consist of objective type/short-answer type questions covering the entire syllabus. In addition to question no. 1, the examiner is required to set eight more questions selecting four from each unit. Student will be required to attempt FIVE questions in all. Question Number 1 will be compulsory. In addition to compulsory question, student will have to attempt four more questions selecting two questions from each Unit. All questions will carry equal marks.

Objectives:

- Understand that how to improve your writing skills and level of readability
- Learn about what to write in each section
- Understand the skills needed when writing a Title
- Ensure the good quality of paper at very first-time submission

Learning Outcomes:

At the end of this course students will be able to:

- Write good quality papers.

Unit 1

Planning and Preparation, Word Order, Breaking up long sentences, Structuring Paragraphs and Sentences, Being Concise and Removing Redundancy, Avoiding Ambiguity and Vagueness Clarifying Who Did What, Highlighting Your Findings, Hedging and Criticising, Paraphrasing and Plagiarism, Sections of a Paper, Abstracts. Introduction Review of the Literature, Methods, Results, Discussion, Conclusions, The Final Check.

Unit 2

Key skills are needed when writing a Title, key skills are needed when writing an Abstract, key skills are needed when writing an Introduction, skills needed when writing a Review of the Literature, skills are needed when writing the Methods, skills needed when writing the Results, skills are needed when writing the Discussion, skills are needed when writing the Conclusions useful phrases, how to ensure paper is as good as it could possibly be the 4 first- time submission.

References:

- Goldbort R (2006) Writing for Science, Yale University Press (available on Google Books)
- Day R (2006) How to Write and Publish a Scientific Paper, Cambridge University Press
- Highman N (1998), Handbook of Writing for the Mathematical Sciences, SIAM. Highman'sbook .
- Adrian Wallwork , English for Writing Research Papers, Springer New York Dordrecht Heidelberg London, 2011

AUDIT COURSE: (ii) Disaster Management

Maximum marks: 50 (External: 35, Internal: 15)

Time: 3 hours

Credits: 2

Note: Examiner will be required to set NINE questions in all. Question Number 1 will consist of objective type/short-answer type questions covering the entire syllabus. In addition to question no. 1, the examiner is required to set eight more questions selecting four from each unit. Student will be required to attempt FIVE questions in all. Question Number 1 will be compulsory. In addition to compulsory question, student will have to attempt four more questions selecting two questions from each Unit. All questions will carry equal marks.

Objectives:

- Learn to demonstrate a critical understanding of key concepts in disaster risk reduction and humanitarian response.
- Critically evaluate disaster risk reduction and humanitarian response policy and practice from multiple perspectives.
- Develop an understanding of standards of humanitarian response and practical relevance in specific types of disasters and conflict situations.
- Critically understand the strengths and weaknesses of disaster management approaches.

Learning Outcomes:

At the end of this course students will be able to:

- Handle disaster situation in a better way.

Unit 1

Introduction: Disaster: Definition, Factors And Significance; Difference Between Hazard And Disaster; Natural And Manmade Disasters: Difference, Nature, Types And Magnitude.

Repercussions Of Disasters And Hazards: Economic Damage, Loss Of Human And Animal Life, Destruction Of Ecosystem. Natural Disasters: Earthquakes, Volcanisms, Cyclones, Tsunamis, Floods, Droughts And Famines, Landslides And Avalanches, Man-made disaster: Nuclear Reactor Meltdown, Industrial Accidents, Oil Slicks And Spills, Outbreaks Of Disease And Epidemics, War And Conflicts.

Disaster Prone Areas In India: Study Of Seismic Zones; Areas Prone To Floods And Droughts, Landslides And Avalanches; Areas Prone To Cyclonic And Coastal Hazards With Special Reference To Tsunami; Post-Disaster Diseases And Epidemics.

Unit 2

Disaster Preparedness And Management: Preparedness: Monitoring Of Phenomena Triggering A Disaster Or Hazard; Evaluation Of Risk: Application Of Remote Sensing, Data From Meteorological And Other Agencies, Media Reports: Governmental And Community Preparedness.

Risk Assessment: Disaster Risk: Concept And Elements, Disaster Risk Reduction, Global And National Disaster Risk Situation. Techniques Of Risk Assessment, Global Co- Operation In Risk Assessment And Warning, People's Participation In Risk Assessment. Strategies for Survival.

Disaster Mitigation: Meaning, Concept And Strategies Of Disaster Mitigation, Emerging Trends In Mitigation. Structural Mitigation And Non-Structural Mitigation, Programs Of Disaster Mitigation In India.

References:

- R. Nishith, Singh AK, "Disaster Management in India: Perspectives, issues and strategies "New Royal book Company.
- Sahni, Pardeep Et. Al. (Eds.), "Disaster Mitigation Experiences And Reflections", Prentice Hall Of India, New Delhi.
- Goel S. L., Disaster Administration And Management Text And Case Studies", Deep & Deep Publication Pvt. Ltd., New Delhi.

AUDIT COURSE: (iii) Sanskrit For Technical Knowledge

Maximum marks: 50 (External: 35, Internal: 15)

Time: 3 hours

Credits: 2

Note: Examiner will be required to set NINE questions in all. Question Number 1 will consist of objective type/short-answer type questions covering the entire syllabus. In addition to question no. 1, the examiner is required to set eight more questions selecting four from each unit. Student will be required to attempt FIVE questions in all. Question Number 1 will be compulsory. In addition to compulsory question, student will have to attempt four more questions selecting two questions from each Unit. All questions will carry equal marks.

Objectives:

- To get a working knowledge in illustrious Sanskrit, the scientific language in the world
- Learning of Sanskrit to improve brain functioning
- Learning of Sanskrit to develop the logic in mathematics, science & other subjects enhancing the memory power
- The engineering scholars equipped with Sanskrit will be able to explore the huge knowledge from ancient literature

Learning Outcomes:

At the end of this course students will be able to:

- Understanding basic Sanskrit language
- Ancient Sanskrit literature about science & technology can be understood
- Being a logical language will help to develop logic in students

Unit 1

Alphabets in Sanskrit, Past/Present/Future Tense, Simple Sentences Order, Introduction of roots

Unit 2

Technical information about Sanskrit Literature, Technical concepts of Engineering-Electrical, Mechanical, Architecture, Mathematics.

References:

- “Abhyaspustakam” – Dr. Vishwas, Samskrita-Bharti Publication, New Delhi
- “Teach Yourself Sanskrit” PrathamaDeeksha-VempatiKutumbshastri, Rashtriya Sanskrit Sansthanam, New Delhi Publication
- “India’s Glorious Scientific Tradition” Suresh Soni, Ocean books (P) Ltd., New Delhi.

AUDIT COURSE: (iv) Value Education

Maximum marks: 50 (External: 35, Internal: 15)

Time: 3 hours

Credits: 2

Note: Examiner will be required to set NINE questions in all. Question Number 1 will consist of objective type/short-answer type questions covering the entire syllabus. In addition to question no. 1, the examiner is required to set eight more questions selecting four from each unit. Student will be required to attempt FIVE questions in all. Question Number 1 will be compulsory. In addition to compulsory question, student will have to attempt four more questions selecting two questions from each Unit. All questions will carry equal marks.

Objectives:

- Understand value of education and self- development
- Imbibe good values in students
- Let the should know about the importance of character

Learning Outcomes:

At the end of this course students will be able to:

- Knowledge of self-development
- Learn the importance of Human values
- Developing the overall personality

Unit 1

Values and self-development –Social values and individual, attitudes.Work ethics, Indian vision of humanism.Moral and non- moral valuation.Standards and principles.Value judgements.Importance of cultivation of values.Sense of duty. Devotion, Self-reliance. Confidence, Concentration.Truthfulness, Cleanliness.Honesty, Humanity.Power of faith, National Unity.Patriotism.Love for nature ,Discipline.

Unit 2

Personality and Behavior Development - Soul and Scientific attitude.Positive Thinking.Integrity and discipline.Punctuality, Love and Kindness. Avoid fault Thinking. Free from anger, Dignity of labour. Universal brotherhood and religious tolerance.True friendship. Happiness Vs suffering, love for truth. Aware of self-destructive habits. Association and Cooperation Doing best for saving nature Character and Competence –Holy books vs Blind faith. Self-management and Good health.Science of reincarnation. Equality, Nonviolence ,Humility, Role of Women. All religions and same message. Mind your Mind, Self-control. Honesty, Studying effectively.

References:

- Chakroborty, S.K. “Values and Ethics for organizations Theory and practice”, Oxford University Press, New Delhi

AUDIT COURSE: (v) Constitution Of India

Maximum marks: 50 (External: 35, Internal: 15)

Time: 3 hours

Credits: 2

Note: Examiner will be required to set NINE questions in all. Question Number 1 will consist of objective type/short-answer type questions covering the entire syllabus. In addition to question no. 1, the examiner is required to set eight more questions selecting four from each unit. Student will be required to attempt FIVE questions in all. Question Number 1 will be compulsory. In addition to compulsory question, student will have to attempt four more questions selecting two questions from each Unit. All questions will carry equal marks.

Objectives:

- Understand the premises informing the twin themes of liberty and freedom from a civil rights perspective.
- To address the growth of Indian opinion regarding modern Indian intellectuals' constitutional role and entitlement to civil and economic rights as well as the emergence of nationhood in the early years of Indian nationalism.
- To address the role of socialism in India after the commencement of the Bolshevik Revolution in 1917 and its impact on the initial drafting of the Indian Constitution.

Learning Outcomes:

At the end of this course students will be able to:

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

Unit 1

History of Making of the Indian Constitution:History, Drafting Committee, (Composition & Working)

Philosophy of the Indian Constitution:Preamble, Salient Features

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

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

Unit 2

Local Administration:District's Administration head: Role and Importance, Municipalities: Introduction, Mayor and role of Elected, Representative, CEO of Municipal Corporation. Pachayati raj: Introduction, PRI: ZilaPachayat. Elected officials and their roles, CEO ZilaPachayat: Position and role. Block level: Organizational Hierarchy (Different departments), Village level: Role of Elected and Appointed officials, Importance of grass root democracy. Election Commission:Election Commission: Role and Functioning. Chief Election Commissioner and Election Commissioners. State Election Commission: Role and Functioning. Institute and Bodies for the welfare of SC/ST/OBC and women.

References:

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

AUDIT COURSE: (vi) Pedagogy Studies

Maximum marks: 50 (External: 35, Internal: 15)

Time: 3 hours

Credits: 2

Note: Examiner will be required to set NINE questions in all. Question Number 1 will consist of objective type/short-answer type questions covering the entire syllabus. In addition to question no. 1, the examiner is required to set eight more questions selecting four from each unit. Student will be required to attempt FIVE questions in all. Question Number 1 will be compulsory. In addition to compulsory question, student will have to attempt four more questions selecting two questions from each Unit. All questions will carry equal marks.

Objectives:

- Review existing evidence on the review topic to inform programme design and policy making undertaken by the DfID, other agencies and researchers.
- Identify critical evidence gaps to guide the development.

Learning Outcomes:

At the end of this course students will be able to:

- Understand what pedagogical practices are being used by teachers in formal and informal classrooms in developing countries and what is the evidence on the effectiveness of these pedagogical practices, in what conditions, and with what population of learners?
- Understand how can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy?

Unit 1

Introduction and Methodology: Aims and rationale, Policy background, Conceptual framework and Terminology, Theories of learning, Curriculum, Teacher education. Conceptual framework, Research questions. Overview of methodology and Searching. Thematic overview: Pedagogical practices are being used by teachers in formal and informal classrooms in developing countries. Curriculum, Teacher education. Evidence on the effectiveness of pedagogical practices Methodology for the in depth stage: quality assessment of included studies. How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy?

Unit 2

Theory of change. Strength and nature of the body of evidence for effective pedagogical practices. Pedagogic theory and pedagogical approaches. Teachers' attitudes and beliefs and Pedagogic strategies. Professional development: alignment with classroom practices and follow-up support Peer support Support from the head teacher and the community. Curriculum and assessment Barriers to learning: limited resources and large class sizes

Research gaps and future directions: Research design, Contexts, Pedagogy, Teacher education, Curriculum and assessment, Dissemination and research impact.

References:

- Ackers J, Hardman F (2001) Classroom interaction in Kenyan primary schools, *Compare*, 31 (2): 245-261.
- Agrawal M (2004) Curricular reform in schools: The importance of evaluation, *Journal of Curriculum Studies*, 36 (3): 361-379.
- Akyeampong K (2003) Teacher training in Ghana - does it count? Multi-site teacher education research project (MUSTER) country report 1. London: DFID.
- Akyeampong K, Lussier K, Pryor J, Westbrook J (2013) Improving teaching and learning of basic maths and reading in Africa: Does teacher preparation count? *International Journal Educational Development*, 33 (3): 272-282.
- Alexander RJ (2001) *Culture and pedagogy: International comparisons in primary education*. Oxford and Boston: Blackwell.
- Chavan M (2003) *Read India: A mass scale, rapid, 'learning to read' campaign*.
- www.pratham.org/images/resource%20working%20paper%202.pdf.

AUDIT COURSE: (vii) Stress Management By Yoga

Maximum marks: 50 (External: 35, Internal: 15)

Time: 3 hours

Credits: 2

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Objectives:

- To achieve overall health of body and mind
- To overcome stress

Learning Outcomes:

At the end of this course students will be able to:

- Develop healthy mind in a healthy body thus improving social health also
- Improve efficiency

Unit 1

Definitions of Eight parts of yog.(Ashtanga), Yam and Niyam. Do`s and Don`ts in life. i) Ahinsa, satya, astheya, bramhacharya and aparigraha ii) Shaucha, santosh, tapa, swadhyay, ishwarpranidhan

Unit 2

Asan and Pranayam, i) Various yog poses and their benefits for mind & body, ii)Regularization of breathing techniques and its effects-Types of Pranayam

References:

- ‘Yogic Asanas for Group Training-Part-I’ : Janardan Swami YogabhyasiMandal, Nagpur
- “Rajayoga or conquering the Internal Nature” by Swami Vivekananda, AdvaitaAshrama (Publication Department), Kolkata

AUDIT COURSE: (viii) Personality Development Through Life Enlightenment Skills

Maximum marks: 50 (External: 35, Internal: 15)

Time: 3 hours

Credits: 2

Note: Examiner will be required to set NINE questions in all. Question Number 1 will consist of objective type/short-answer type questions covering the entire syllabus. In addition to question no. 1, the examiner is required to set eight more questions selecting four from each unit. Student will be required to attempt FIVE questions in all. Question Number 1 will be compulsory. In addition to compulsory question, student will have to attempt four more questions selecting two questions from each Unit. All questions will carry equal marks.

Objectives:

- To learn to achieve the highest goal happily
- To become a person with stable mind, pleasing personality and determination
- To awaken wisdom in students

Learning Outcomes:

At the end of this course students will be able to:

- Study of Shrimad-Bhagwad-Geeta will help the student in developing his personality and achieve the highest goal in life
- The person who has studied Geeta will lead the nation and mankind to peace and prosperity
- Study of Neetishatakam will help in developing versatile personality of students.

Unit 1

Neetisatakam-Holistic development of personality Verses- 19,20,21,22 (wisdom), Verses- 29,31,32 (pride & heroism), Verses- 26,28,63,65 (virtue), Verses- 52,53,59 (don't's), Verses- 71,73,75,78 (do's) Approach to day to day work and duties. ShrimadBhagwadGeeta : Chapter 2-Verses 41, 47,48, Chapter 3-Verses 13, 21, 27, 35, Chapter 6-Verses 5,13,17, 23, 35, Chapter 18-Verses 45, 46, 48.

Unit 2

Statements of basic knowledge.ShrimadBhagwadGeeta: Chapter2-Verses 56, 62, 68, Chapter 12 -Verses 13, 14, 15, 16,17, 18 Personality of Role model. ShrimadBhagwadGeeta: Chapter2-Verses 17, Chapter 3-Verses 36,37,42, Chapter 4-Verses 18, 38,39, Chapter18 – Verses 37,38,63.

References:

- “Srimad Bhagavad Gita” by Swami SwarupanandaAdvaita Ashram Publication Department), Kolkata
- Bhartrihari’s Three Satakam (Niti-sringar-vairagya) by P.Gopinath,
- Rashtriya Sanskrit Sansthanam, New Delhi.