

<b>Course Code:22UHS317L</b>	<b>Social Connect &amp; Responsibility</b>	<b>Credit :</b>	<b>01</b>
<b>Hours/Week (L:T:P:S) : 0:0:3:1</b>		<b>CIE Marks:</b>	<b>100</b>
<b>Total Hours of Pedagogy : ( 40 hour Practical Session +15 hour Planning)</b>		<b>SEE Marks :</b>	-
		<b>Total Marks:</b>	<b>100</b>
<b>Course Type: Theory</b>			
<p><b>Course objectives: The course will enable the students to:</b></p> <ul style="list-style-type: none"> <li>• Provide a formal platform for students to communicate and connect to the surrounding.</li> <li>• Create a responsible connection with the society.</li> <li>• Understand the community in general in which they work.</li> <li>• Identify the needs and problems of the community and involve them in problem –solving.</li> <li>• Develop among themselves a sense of social &amp;civic responsibility &amp;utilize their knowledgein finding practical solutions to individual and community problems.</li> <li>• Develop competence required for group-living and sharing of responsibilities &amp; gain skills in mobilizing community participation to acquire leadership qualities and democratic attitudes.</li> </ul>			
<p><b>General Instructions - Pedagogy :</b> These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ul style="list-style-type: none"> <li>• In addition to the traditional lecture method, different types of innovative teaching methods may be adopted sothat the activities will develop students’ theoretical and applied social and cultural skills.</li> <li>• State the need for activities and its present relevance in the society and Provide real-life examples.</li> <li>• Support and guide the students for self-planned activities.</li> <li>• You will also be responsible for assigning homework, grading assignments and quizzes, and documentingstudents’ progress in real activities in the field.</li> </ul> <p>Encourage the students for group work to improve their creative and analytical skills.</p>			
<p><b>Contents :</b> The course is mainly activity-based that will offer a set of activities for the student that enables them to connect with fellowhuman beings, nature, society, and the world at large. The course will engage students for interactive sessions, open mic, reading group, storytelling sessions, and semester-longactivities conducted by faculty mentors. In the following a set of activities planned for the course have been listed:</p>			
<b>Module-1</b>			<b>8 Hrs.</b>
<p><b>Plantation and adoption of a tree:</b> Plantation of a tree that will be adopted for four years by a group of BE / B.Tech students. (ONE STUDENT ONE TREE)They will also make an excerpt either as a documentary or a photo blog describing the plant’s origin, its usage in daily life, its appearance in folklore and literature -- Objectives, Visit, case study, report, outcomes.</p>			



3	Adopt the innovative & positive methods to avoid risks from harmful habits in their campus & outside the campus.																		
4	Exhibit the abilities to fight against harmful diseases.																		
<b>CO and PO Mapping</b>																			

**Activities:**

Jamming session, open mic, and poetry: Platform to connect to others. Share the stories with others. Share the experience of Social Connect. Exhibit the talent like playing instruments, singing, one-act play, art-painting, and fine art.

**PEDAGOGY:**

The pedagogy will include interactive lectures, inspiring guest talks, field visits, social immersion, and a course project. Applying and synthesizing information from these sources to define the social problem to address and take up the solution as the course project, with your group. Social immersion with NGOs/social sections will be a key part of the course. Will all lead to the course project that will address the needs of the social sector?

**COURSE TOPICS:**

The course will introduce social context and various players in the social space, and present approaches to discovering and understanding social needs. Social immersion and inspiring conversational will culminate in developing an actual, idea for problem-based intervention, based on an in-depth understanding of a key social problem.

**Duration :**

A total of 40 - 50 hrs engagement per semester is required for the 3rd semester of the B.E./B.Tech. program. The students will be divided into groups. Each group will be handled by faculty mentor. Faculty mentor will design the activities (particularly Jamming sessions open mic ,and poetry)

Guideline for Assessment Process:

**Continuous Internal Evaluation (CIE):**

After completion of the course, the student shall prepare, with daily diary as reference, a comprehensive report in consultation with the mentor/s to indicate what he has observed and learned in the social connect period. The report should be signed by the mentor. The report shall be evaluated on the basis of the following criteria and/or other relevant criteria pertaining to the activity completed. Marks allotted for the diary are out of 50. Planning and scheduling the social connect Information/Data collected during the social connect Analysis of the information/data and report writing Considering all above points allotting the marks as mentioned below:

**Excellent : 80 to 100**  
**Good : 60 to 79**  
**Satisfactory**  
  
**: 40 to 59**  
**Unsatisfactory and fail : <39**

## Pedagogy – Guidelines :

It may differ depending on local resources available for the study as well as environment and climatic differences, location and time of execution.

Sl No	Topic	Group size	Location	Activity execution	Reporting	Evaluation Of the Topic
1.	<b>Plantation and adoption of a tree:</b>	May be individual or team	Farmers land/ parks / Villages / roadside/ community area / College campus etc.....	Site selection /proper consultation/Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics of scheme and syllabus by Faculty
2.	<b>Heritage walk and crafts corner:</b>	May be individual or team	Temples / monumental places / Villages/ City Areas / Grama panchayat/ public associations/Government Schemes officers/ campus etc.....	Site selection /proper consultation/Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics of scheme and syllabus by Faculty
3.	<b>Organic farming and waste management:</b>	May be individual or team	Farmers land / parks /Villages visits / roadside/ community area / College campus etc.....	Group selection / proper consultation / Continuous monitoring / Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics of scheme and syllabus by Faculty
4.	<b>Water conservation:</b> & conservation techniques	May be individual or team	Villages/ City Areas /Grama panchayat/ public associations/Government Schemes officers / campus etc.....	site selection / proper consultation/Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics of scheme and syllabus by Faculty

5.	<b>Food walk: Practices in society</b>	May be individual or team	Villages/ City Areas /Grama panchayat/ public associations/Government Schemes officers/ campus etc.....	Group selection / proper consultation / Continuous monitoring / Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics of scheme and syllabus by Faculty
----	--	---------------------------	---	---	--	---

### Plan of Action (Execution of Activities )

Sl.NO	Practice Session Description
1	<b>Lecture session in field to start activities</b>
2	<b>Students Presentation on Ideas</b>
3	<b>Commencement of activity and its progress</b>
4	<b>Execution of Activity</b>
5	<b>Execution of Activity</b>
6	<b>Execution of Activity</b>
7	<b>Execution of Activity</b>
8	<b>Case study based Assessment, Individual performance</b>
9	<b>Sector/ Team wise study and its consolidation</b>
10	<b>Video based seminar for 10 minutes by each student At the end of semester with Report.</b>

- Each student should do activities according to the scheme and syllabus.
- At the end of semester student performance has to be evaluated by the faculty for the assigned activity progress and its completion.
- At last consolidated report of all activities from 1<sup>st</sup> to 5<sup>th</sup>, compiled report should be submitted as per the instructions and scheme.

#### Assessment Details for CIE (both CIE and SEE)

Weightage	CIE - 100%	<ul style="list-style-type: none"> <li>• Implementation strategies of the project (NSS work).</li> <li>• The last report should be signed by NSS Officer, the HOD and principal.</li> <li>• At last report should be evaluated by the NSS officer of the institute.</li> <li>• Finally the consolidated marks sheet should be sent to the university and also to be made available at LIC visit.</li> </ul>
Field Visit, Plan, Discussion	10 Marks	
Commencement of activities and its progress	20 Marks	
Case study based Assessment Individual performance with report	20 Marks	
Sector wise study & its consolidation 5*5 = 25	25 Marks	
Video based seminar for 10 minutes by each student At the end of semester with Report.	25 Marks	
<b>Activities 1 to 5, 5*5 = 25</b>		

**Total marks for the course in each semester**

**100 Marks**

**For each activity, 20 marks CIE will be evaluated for IA marks at the end of semester, Report and assessment copy should be made available in the department.**

Students should present the progress of the activities as per the schedule in the prescribed practical session in the field.

There should be positive progress in the vertical order for the benefit of society in general through activities.



## ವಿಶ್ವೇಶ್ವರಯ್ಯ ತಾಂತ್ರಿಕ ವಿಶ್ವವಿದ್ಯಾಲಯ

"ವಿ ಬಿ ಯು ಅಧಿನಿಯಮ ೧೯೯೪" ರ ಅಡಿಯಲ್ಲಿ, ಕರ್ನಾಟಕ ಸರ್ಕಾರದಿಂದ ಸ್ಥಾಪಿತವಾದ ರಾಜ್ಯ ವಿಶ್ವವಿದ್ಯಾಲಯ

### Visvesvaraya Technological University

(State University of Government of Karnataka Established as per the VTU Act, 1994)

"Jnana Sangama" Belagavi-590018, Karnataka, India



Prof. B.E. Rangaswamy, Ph.D.  
Registrar

Phone No: (0831) – 2405468  
Fax No. : (0831) – 2405467

Ref. No.: VTU/BOS/A12/2024-25/2712

Date: 11/07/2024

#### Circular

- Sub: Including the Music Course / subject with Non-Credit Mandatory Course (NCCM) NSS/Yoga/Sports in 2022 Scheme
- Ref: 1) Joint Board of Studies Proceedings dated 21-06-2024  
2) 178<sup>th</sup> E.C. Resolution No. 2.2.1 dated 17-07-2024

With reference to the above, the Music Course / Subject with Non-Credit Mandatory Courses (NCCM) NSS/Yoga/Sports are included in 2022 Scheme which will be offered from the 3<sup>rd</sup> to 6<sup>th</sup> Semester for the batch admitting from the academic year 2024-25 as follows:

Course Code: BMUK358/458/559/658  
Subject: Music  
Common to all Branches  
(Effective from the 2022 scheme)

A detailed syllabus for the above subject / course is enclosed along with this Circular.

You are hereby requested to bring the contents of this Circular to the notice of all the concerned faculty members and students of your college.

Encl: as above

To

- 1) The Principals of all Engineering Colleges (Constituent, Non Autonomous and Autonomous) under VTU.
- 2) The Chairpersons/Programme Coordinators of all VTU PG Centres at Muddenhalli, Belagavi, Mysuru and Kalaburagi Regions.

Copy to:

- 1) The Regional Director (I/c), VTU Regional Offices at Bengaluru, Belagavi, Kalaburagi & Mysuru for information and circulation.
- 2) The Registrar (Eval.), VTU, Belagavi.
- 3) The Director, ITISMU, VTU, Belagavi to upload the Circular in the University website.
- 4) The Special Officer, Academic Section, VTU, Belagavi.
- 5) The Secretary to VC, VTU, Belagavi.
- 6) PS to Registrar, VTU, Belagavi.

*[Handwritten Signature]*  
10/07/24  
Registrar

<b>SEMESTER - III to VI</b>			
<b>MUSIC</b> (Common to all Branches) (Effective for the 2022 Scheme)			
Course Code	<b>BMUK358/458/559/658</b>	CIE Marks	100
Teaching Hours/Week(L:T:P)	0:0:2	SEE Marks	-
Total Number of Contact Hours	26	Exam Hours	-
<b>Course Objectives:</b>			
The course will enable the students to:			
<ol style="list-style-type: none"> <li>1. Identify the major traditions of Indian music, both through notations and aurally.</li> <li>2. Analyse the compositions with respect to musical and lyrical content</li> <li>3. Demonstrate an ability to use music technology appropriately in a variety of setting.</li> </ol>			
<b>Module - 1</b>			
<p><b>Preamble:</b> Contents of the curriculum intend to promote music as language to develop an analytical, Creative, and intuitive Understanding. For this the student must experience music through study and direct participation in improvisation and composition.</p> <p>Origin of the Indian Music: Evolution of the Indian music system, Understanding of Shruthi, Nada, Swara, Laya, Raga Tala, Mela.</p> <p style="text-align: right;"><b>(03 Hours)</b></p>			
<b>Module -2</b>			
<p><b>Compositions:</b> Introduction to the types of composition in Carnatic Music- Geethe, Jathi, Swara, Swarajathi, Varna, Krithi, and Thillana, Notation System.</p> <p style="text-align: right;"><b>(03 Hours)</b></p>			
<b>Module - 3</b>			
<p><b>Composers:</b> Biography and contributions of Purandaradasa, Thyagaraja, Mysore Vasudevacharya.</p>			
<b>Module- 4</b>			
<p><b>Music Instruments:</b> Classification and construction of string instruments, wind instruments, percussion instruments, Idiophones (Ghana Vaadya), Examples of each class of Instruments</p> <p style="text-align: right;"><b>(03 Hours)</b></p>			
<b>Module -5</b>			
<p><b>Abhyasa Gana:</b> Singing the swara exercises (Sarale Varase Only), Notation writing for Sarale Varase and Suladi Saptha Tala ( Only in Mayamalavagowla Raga), Singing 4 Geethe in Malahari, and one jathi Swara, One Krithi in a Mela raga</p> <p style="text-align: right;"><b>(14 Hours)</b></p>			
<b>Course Outcomes (Cos) :</b>			
The students will be able to:			
CO1: Discuss the Indian system of music and relate it to other genres (Cognitive Domain)			



CO2: Experience the emotions of composer and develop empathy (Affective Domain)

CO3: Respond to queries on various patterns in a composition (Psycho Motor Domain)

**Teaching Practice:**

- Classroom Teaching
- ICT – Power Point Presentation
- Audio & Video Visualization Tools

**CIE: 100Marks**

- CIE 1 for 40 marks – A theory paper which is MCQ / Descriptive conducted during the semester
- CIE 2 for 60 marks- A practical test conducted at the semester in which the student has to recite one Sarale Varase mentioned by the examiner in three speeds. Sing / Play the Geethe in Malahari. Singing / Playing Jathi Swara / Krithi.
- Student have to secure minimum of 40% out of (40+60)100 marks for qualifying in this course.

**Textbooks**

1. Vidushi Vasantha Madhavi, " Theory of Music", Prism Publication, 2007.
2. T Sachidevi and T Sharadha (Thirumalai Sisters), Karnataka Sangeetha Dharpana- Vol. 1 (English), Shreenivaas Prakaashana, 2018.

**References**

1. Lakshminarayana Subramaniam, Viji Subramanaim, "Classical Music of India: A Practical Guige", Tranqueber 2018.
2. R. Rangaramanuja Ayyangar, "History of South Indian (Carnatic) Music", Vipanci Charitable Trust; Third edition, 2019.
3. Ethel Rosenthal, " The Story of Indian Music and Its Istruments: A Study of the Present and a Record of the Past", Pilgrims Publishing, 2007.
4. Carnatic Music, National Institute of Open Schooling, 2019.

Course Code: 22UHS002M	<b>National Service Scheme (NSS) (COMMON TO ALL BRANCHES)</b>	Credit : 00
<b>Hours/Week</b> L:T:P :0:0:2		CIE Marks : 50
Total Hours Per Semester :26		SEE Marks : 50

**Course objectives:**

National Service Scheme(NSS)will enable the students to:

1. Understand the community in general in which they work.
2. Identify the needs and problems of the community and involve them in problem-solving.
3. Develop among themselves a sense of social & civic responsibility & utilize their. Knowledge in finding practical solutions to individual and community problems.
4. Develop competence required for group-living and sharing of responsibilities & gains skills  
In mobilizing community participation to acquire leadership qualities and democratic attitudes.
5. Develop capacity to meet emergencies and natural disasters & practice national integration and social harmony in general.

**General Instructions-Pedagogy:**

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the activities will develop students' theoretical and applied social and cultural skills.
2. State the need for NSS activities and its present relevance in the society and Provide real-life examples.
3. Support and guide the students for self-planned activities.
4. You will also be responsible for assigning home work, grading assignments and quizzes, and documenting students' progress in real activities in the field.
5. Encourage the students for group work to improve their creative and analytical skills.

**National Service Scheme (NSS)–Contents**

1. Organic farming ,Indian Agriculture(Past,Present and Future) Connectivity for marketing.
2. Waste management–Public, Private and Govt organization,5R's.
3. Setting of the information imparting club for women leading to contribution in social and economic issues.
4. Water conservation techniques–Role of different stakeholders–Implementation.
5. Preparing an actionable business proposal for enhancing the village income and approach for implementation.
6. Helping local schools to achieve good results and enhance their enrolment in Higher/ technical vocation.

<p>7. Developing Sustainable Water management system for rural areas and implementation approaches.</p> <p>8. Contribution to any national level initiative of Government of India. Foreg. Digital India, Skill India, Swachh Bharat, Atmanirbhar Bharath, Make in India, Mudra scheme, Skill development programs etc.</p>
<p>9. Spreading public awareness under rural outreach programs. (minimum 5 programs).</p> <p>10. Social connect and responsibilities.</p> <p>11. Plantation and adoption of plants. Know your plants.</p> <p>12. Organize National integration and social harmony events/workshops/seminars. (Minimum 02 programs).</p> <p>13. Govt. school Rejuvenation and helping them to achieve good infrastructure.</p> <p>NOTE:</p> <ul style="list-style-type: none"> <li>• Student/s in individual or in a group Should select any one activity in the beginning of each semester till end of that respective semester for successful completion as per the instructions of NSS officer with the consent of HOD of the department.</li> <li>• At the end of every semester, activity reports should be submitted for evaluation.</li> </ul>

### Distribution of Activities-Semester wise from 3<sup>rd</sup> to 6<sup>th</sup> semester

Sem	Topics/Activities to be Covered
<p><b>3<sup>rd</sup> Sem for</b></p> <p><b>25 Marks</b></p>	<p>1. Organic farming, Indian Agriculture (Past, Present and Future) Connectivity for marketing.</p> <p>2. Waste management – Public, Private and Govt organization, 5R's.</p> <p>3. Setting of the information imparting club for women leading to contribution in social and economic issues.</p>
<p><b>4<sup>th</sup> Sem for</b></p> <p><b>25 Marks</b></p>	<p>4. Water conservation techniques – Role of different stakeholders – Implementation.</p> <p>5. Preparing an actionable business proposal for enhancing the village income and approach for implementation.</p> <p>6. Helping local school to achieve good results and enhance their enrolment in Higher/technical/vocational education.</p>
<p><b>5<sup>th</sup> Sem for 2</b></p> <p><b>5 Marks</b></p>	<p>7. Developing Sustainable Water management system for rural areas and implementation approaches.</p> <p>8. Contribution to any national level initiative of Government of India. Foreg. Digital India, Skill India, Swachh Bharat, Atmanirbhar Bharath, Make in India, Mudra scheme, Skill development program etc.</p> <p>9. Spreading public awareness under rural outreach programs. (minimum 5 programs).</p> <p>10. Social connect and responsibilities.</p>
<p><b>6<sup>th</sup> Sem for</b></p> <p><b>25 Marks</b></p>	<p>11. Plantation and adoption of plants. Know your plants.</p> <p>12. Organize National integration and social harmony events/workshops/seminars. (Minimum 02 programs).</p> <p>13. Govt. school Rejuvenation and helping them to achieve good infrastructure.</p>

**Pedagogy–Guidelines,itmaydifferdependingonlocalresourcesavailableforthestudyaswellas environmentand climaticdifferences,locationand timeof execution.**

SI No	Topic	Group size	Location	Activity execution	Reporting	Evaluation of the Topic
1.	Organic farming, Indian Agriculture (Past, Present and Future) Connectivity for marketing.	May be individual or team	Farmers land/Villages/roadside /community area/ College campus etc.....	Site selection/ proper consultation/ Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics of scheme and syllabus by NSS officer
2.	Waste management– Public, Private and Govt organization, 5 R's.	May be individual or team	Villages/City Areas/Grama panchayat/public associations/Government Schemes/officers/ campus etc.....	Site selection/ proper consultation/ Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics of scheme and syllabus by NSS officer
3.	Setting of the information imparting club for women leading to contribution in social and economic issues.	May be individual or team	Women empowerment groups/ Consulting NGOs & Govt Teams /College campus etc.....	Group selection/ proper consultation/ Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics of scheme and syllabus by NSS officer
4.	Water conservation techniques – Role of different stakeholders – Implementation.	May be individual or team	Villages/City Areas/Grama panchayat/public associations/Government Schemes/officers/ campus etc.....	site selection /proper consultation/ Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics of scheme and syllabus by NSS officer
5.	Preparing an actionable business proposal for enhancing the village income and approach for implementation.	May be individual or team	Villages/City Areas/Grama panchayat/public associations/Government Schemes/officers/ campus etc.....	Group selection/ proper consultation/ Continuous monitoring/ Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics of scheme and syllabus by NSS officer

6.	Helping localschoolsto achievegoodresultsand enhance their enrolment in Higher/technical/vocational education.	May be individual or team	Local government /private/ aided schools/Government Schemes/officers/ etc.....	School selection/ proper consultation/Continuous monitoring/Information board	Reports should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics of scheme and syllabus by NSS officer
7.	Developing Sustainable Water management system for rural areas and implementation approaches.	May be individual or team	Villages/City Areas/Grama panchayat/public associations/Government Schemes/officers/campuses etc.....	Site selection/ proper consultation/Continuous monitoring/Information board	Reports should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics of scheme and syllabus by NSS officer
8.	Contribution to any national level initiative of Government of India. For eg. Digital India, Skill India, Swachh Bharat, Atmanirbhar Bharath, Make in India, Mudra scheme, Skill development program etc.	May be individual or team	Villages/City Areas/Grama panchayat/public associations/Government Schemes/officers/campuses etc.....	Group selection/ proper consultation/Continuous monitoring /Information board	Reports should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics of scheme and syllabus by NSS officer
9.	Spreading public awareness under rural outreach programs. (minimum 5 programs).////Social connect and responsibilities.	May be individual or team	Villages/City Areas/Grama panchayat/public associations/Government Schemes/officers/campuses etc.....	Group selection/ proper consultation/Continuous monitoring /Information board	Reports should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics of scheme and syllabus by NSS officer
10.	Plantation and adoption of plants. Know your plants.	May be individual or team	Villages/City Areas/Grama panchayat/public associations/Government Schemes/officers/campuses etc.....	Place selection/ proper consultation/Continuous monitoring /Information board	Reports should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics of scheme and syllabus by NSS officer

11.	Organize National integration and social harmony events /workshops /seminars.(Minimum 02 programs).	May be individual or team	Villages/City Areas/Grama panchayat/public associations/Government Schemes/officers/campus etc.....	Place selection/propose consultation/Continuous monitoring /Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics of scheme and syllabus by NSS officer
12.	Govt. school rejuvenation and helping them to achieve good infrastructure.	May be individual or team	Villages/City Areas/Grama panchayat/public associations/Government Schemes/officers/campus etc.....	Place selection/propose consultation/Continuous monitoring /Information board	Report should be submitted by individual to the concerned evaluation authority	Evaluation as per the rubrics of scheme and syllabus by NSS officer

### Plan of Action (Execution of Activities For Each Semester)

Sl.NO	Practice Session Description
1	Lecture session by NSS Officer
2	Students Presentation on Topics
3	Presentation- 1, Selection of topic, PHASE-1
4	Commencement of activity and its progress- PHASE- 2
5	Execution of Activity
6	Execution of Activity
7	Execution of Activity
8	Execution of Activity
9	Execution of Activity
10	Case study based Assessment, Individual performance
11	Sector wise study and its consolidation
12	Videobased seminar for 10 minutes by each student At the end of semester with Report.
<ul style="list-style-type: none"> <li>In every semester from 3rd semester to 6th semester, Each student should do activities according to the scheme and syllabus.</li> <li>At the end of every semester student performance has to be evaluated by the NSS officer for the assigned activity progress and its completion.</li> <li>At last in 6th semester consolidated report of all activities from 3rd to 6th semester, compiled report should be submitted as per the instructions.</li> </ul>	

### Course outcomes (Course Skill Set):

At the end of the course, the student will be able to:

CO1: Understand the importance of his/her responsibilities towards society.

CO2: Analyse the environmental and societal problems/issues and will be able to design solutions for the same. CO3: Evaluate the existing system and to propose practical solutions

for the same for sustainable development. CO4: Implement government or self-driven project effectively in the field.

CO5: Develop capacity to meet emergencies and natural disasters & practice national integration and social harmony in general.

### Assessment Details for CIE (both CIE and SEE)

Weightage	CIE – 100%	
Presentation -1 Selection of topic, PHASE-1	10 Marks	<ul style="list-style-type: none"><li>• Implementation strategies of the project (NSS work).</li><li>• The last report should be signed by NSS Officer, the HOD and principal.</li><li>• At last reports should be evaluated by the NSS officer of the institute.</li><li>• Finally the consolidated marks sheets should be sent to the university and also to be made available at LIC visit.</li></ul>
Commencement of activity and its progress - PHASE-2	10 Marks	
Case study based Assessment Individual performance	10 Marks	
Sector wise study and its consolidation	10 Marks	
Video based seminar for 10 minutes by each student At the end of semester with Report.	10 Marks	
<b>Total marks for the course in each semester</b>	<b>50 Marks</b>	

**Mark scored for 50 by the students should be Scaled down to 25 marks in each semester for CIE entry in the VTU portal.**

**25 marks CIE entry will be entered in University I Marks portal at the end of each semester 3<sup>rd</sup> to 6<sup>th</sup> sem, Report and assessment copy should be made available in the department semester wise.**

Students should present the progress of the activities as per the schedule in the prescribed practical session in the field. There should be positive progress in the vertical order for the benefit of society in general.

### Suggested Learning Resources:

#### Books:

1. **NSS Course Manual**, Published by NSS Cell, VTU Belagavi.
2. Government of Karnataka, NSS cell, activities reports and its manual.
3. Government of India, NSS cell, Activities reports and its manual.

22UHS001M	<b>Sports</b>	Credit :	00
L:T:P :0:0:2		CIE Marks :	50
Total Hours Per Semester : 26		SEE Marks :	00

<b>Course Outcomes:</b> At the end of the course, the student will be able to	
1.	Understand the fundamental concepts and skills of Physical Education, Health, Nutrition and Fitness
2.	Familiarization of health- related Exercises, Sports for overall growth and development
3.	Createa foundation for the professionals in Physical Education and Sports
4.	Participate in the competition at regional/state/national/international levels.
5.	Create consciousness among the students on Health, Fitness and Wellness in developing and maintaining a healthy lifestyle.
6.	Understand and practice of Traditional Games

<b>Module I: Orientation</b>		<b>4Hours</b>
A.	Lifestyle	
B.	Health & Wellness	
C.	Pre-Fitness test.	
<b>ModuleII: General Fitness &amp; Components of Fitness</b>		<b>4Hours</b>
A. Warming up (Free Handexercises)		
B. Strength–Push-up/ Pull-ups		
Speed–30MtrDash		
<b>Module III: Specific games (Any one to be selected by the student)</b>		
1. Kabaddi–Hand touch, Toe Touch, Thigh Hold, Ankle hold and Bonus.		
Kho-Kho–GivingKho,Single Chain,Pole dive,Pole turning,3-6Up.		

**Scheme and Assessment for auditing the course and Grades: 16Hours**

Sl.No.	Activity	Marks
1.	Participation of student in all the modules	20
2.	Quizzes–2,eachof15marks	30
3.	Final presentation / exhibition / Participation in competitions/ practical on specific tasks assigned to the students	50
<b>Total</b>		<b>100</b>



<b>Semester:IV</b>	
<b>Course Outcomes:</b> At the end of the course, the student will be able to	
Understand the ethics and moral values in sports and athletics	
Perform in the selected sports or athletics of student' choice	
Understand the roles and responsibilities of organization and administration of sports and games.	
<b>Module I: Ethics and Moral Values 4Hours</b>	
A.	Ethics in Sports
B.	Moral Values in Sports and Games
<b>Module II: Specific Games (Any one to be selected by the student) 16Hours</b>	
	Volley ball–Attack, Block, Service, Upper Hand Pass and Lower hand Pass.
	Athletics (TrackEvents) –Any event as per availability of Ground
<b>Module III: Role of Organisation and administration 4Hours</b>	

**Scheme and Assessment for auditing the course and Grades:**

<b>Sl.No.</b>	<b>Activity</b>	<b>Marks</b>
1.	Participation of student in all the modules	20
2.	Quizzes–2,eachof15marks	30
3.	Final presentation / exhibition / Participation in competitions/ practical on specific tasks assigned to the students	50
<b>Total</b>		<b>100</b>

<b>Semester:V</b>	
<b>Course Outcomes:</b> At the end of the course, the student will be able to	
1.	Understand the fundamental concepts and skills of Physical Education,Health,Food, Nutrition and general fitness
2.	Familiarization of health-related Exercises, Sports for overall growth and development
3.	Create a foundation for the professionals in Physical Education and Sports
4.	Participate in the competition at regional /state /national /international levels.
5	Understand and practice of specific games and athletic throwing events.
<b>Module I: Orientation 4Hours</b>	
A.	Fitness
B.	Food & Nutrition
<b>Module II: General Fitness &amp; Components of Fitness 4Hours</b>	
A.	Agility–Shuttle Run
B.	Flexibility–Sit and Reach
C.	Cardiovascular Endurance–Harvard step Test
<b>Module III: Specific games (Any one to be selected by the student) 16Hours</b>	
1.	Badminton (Fore hand low/high service, back hand service, smash, drop)
2.	Basketball (Dribbling, passing, shooting etc.)
3.	Athletics (Field events–Throws)

**Scheme and Assessment for auditing the course and Grades:**

<b>Sl.No.</b>	<b>Activity</b>	<b>Marks</b>
1.	Participation of student in all the modules	20
2.	Quizzes–2,eachof15marks	30
3.	Final presentation/exhibition/Participation in competitions/ practical on specific tasks assigned to the students	50
<b>Total</b>		<b>100</b>

<b>Semester:VI</b>		
<b>Course Outcomes:</b> At the end of the course, the student will be able to		
1.	Understand the Postural deformities and Stress management in sports and athletics	
2.	Participate in the competition at regional/state/national/international levels.	
3.	Understand and practice of specific games and athletic Jumping events	
4.	Understand and practice of Aerobics	
5.	Understand and practice of specific games and athletic throwing events.	
<b>Module IV: Orientation</b>		<b>4Hours</b>
A.	Postural deformities.	
B.	Stress management	
<b>Module V : Specific Games (Any one to be selected by the student)</b>		<b>16Hours</b>
A.	Throw ball	
B.	Table Tennis	
C.	Athletics (Field Events-Jumps)–Any event as per availability of Ground.	
<b>Scheme and Assessment for auditing the course and Grades:</b>		
<b>Sl.No.</b>	<b>Activity</b>	<b>Marks</b>
1.	Participation of student in all the modules	20
2.	Quizzes–2,each of 15marks	30
3.	Final presentation / exhibition / Participation in competitions/ practical on specific tasks assigned to the students	50
	<b>Total</b>	<b>100</b>

Course Code: UHS004M	<b>Universal Human Values (UHV)</b>	Credit:	1
Teaching Hours/Week (L: T:P: S)		CIE Marks:	50
Total Hours of Pedagogy( Theory)-15		SEE Marks:	50

### Course objectives:

This course is intended to:

- To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.
- 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.
- 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.
- This course is intended to provide a much-needed orientation input in value education to the young enquiring minds.

### Teaching-Learning Process (General Instructions)

These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. The methodology of this course is exploration and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.
2. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the activities will develop students' theoretical and applied skills.
3. State the need for UHV activities and its present relevance in the society and Provide real-life examples.
4. Support and guide the students for self-study activities.
5. You will also be responsible for assigning homework, grading assignments and quizzes, and documenting students' progress in real activities in the field.
6. 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 in every activity, leading to continuous self evolution.
7. Encourage the students for group work to improve their creative and analytical skills.

### Module-1

**(3 hours)**

#### Introduction to Value Education

Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education) Understanding Value Education, Self-exploration as the Process for Value Education, Continuous Happiness and Prosperity – the Basic Human Aspirations, Happiness and Prosperity – Current Scenario, Method to fulfill the Basic Human Aspirations.

<b>Module-2</b>	<b>(3 hours)</b>
<p><b>Harmony in the Human Being :</b>  Understanding Human being as the Co-existence of the Self and the Body, Distinguishing between the Needs of the Self and the Body, The Body as an Instrument of the Self, Understanding Harmony in the Self, Harmony of the Self with the Body, Programme to ensure self-regulation and Health</p>	
<b>Module-3</b>	<b>(3 hours)</b>
<p><b>Harmony in the Family and Society :</b>  in the Family – the Basic Unit of Human Interaction, 'Trust' – the Foundational Value in Relationship, 'Respect' – as the Right Evaluation, Other Feelings, Justice in Human-to-Human Relationship, Understanding Harmony in the Society, Vision for the Universal Human Order</p>	
<b>Module-4</b>	<b>(3 hours)</b>
<p><b>Harmony in the Nature/Existence :</b>  Understanding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature, Realizing Existence as Co-existence at All Levels, The Holistic Perception of Harmony in Existence</p>	
<b>Module-5</b>	<b>(3 hours)</b>
<p><b>Implications of the Holistic Understanding – a Look at Professional Ethics :</b>  Natural Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order, Competence in Professional Ethics Holistic Technologies, Production Systems and Management Models-Typical Case Studies, Strategies for Transition towards Value-based Life and Profession</p>	
<p><b>Course outcome (Course Skill Set)</b>  At the end of the course, students are expected to become more aware of themselves, and their surroundings (family, society, nature);</p> <ul style="list-style-type: none"> <li>• They would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.</li> <li>• They would have better critical ability.</li> <li>• They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society).</li> <li>• It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.</li> </ul> <p>Expected to positively impact common graduate attributes like:</p> <ol style="list-style-type: none"> <li>1. Ethical human conduct</li> <li>2. Socially responsible behavior</li> <li>3. Holistic vision of life</li> <li>4. Environmentally responsible work</li> <li>5. Having Competence and Capabilities for Maintaining Health and Hygiene</li> <li>6. Appreciation and aspiration for excellence (merit) and gratitude for all</li> </ol>	

**Assessment Details (both CIE and SEE)**

The weight age of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

**Continuous internal Examination (CIE)**

- For the Assignment component of the CIE, there are 25 marks and for the Internal Assessment Test component, there are 25 marks.
- The first test will be administered after 40-50% of the syllabus has been covered, and the second test will be administered after 85-90% of the syllabus has been covered
- Any two assignment methods mentioned in the 220B2.4, if an assignment is project-based then only one assignment for the course shall be planned. The teacher should not conduct two assignments at the end of the semester if two assignments are planned.
- For the course, CIE marks will be based on a scaled-down sum of two tests and other methods of assessment.

**The sum of two tests, two assignments, will be out of 100 marks and will be scaled down to 50 marks**

**Internal Assessment Test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.**

**Semester End Examinations (SEE)**

SEE paper shall be set for **50 questions**, each of the 01 marks. **The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is 01 hour.** The student has to secure a minimum of 35% of the maximum marks meant for SEE.

**Suggested Learning Resources:****Books for READING:**

Text Book and Teachers Manual

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

## Reference Books

1. Jeevan Vidya: Ek Parichaya, A Nagaraj, Jeevan Vidya Prakashan, Amar kantik, 1999.
2. Human Values, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004.
3. The Story of Stuff (Book).
4. The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi
5. Small is Beautiful - E. F Schumacher.
6. Slow is Beautiful - Cecile Andrews

7. Economy of Permanence - J C Kumarappa
8. Bharat Mein Angreji Raj – Pandit Sunderlal
9. Rediscovering India - by Dharampal
10. Hind Swaraj or Indian Home Rule - by Mohandas K. Gandhi
11. India Wins Freedom - Maulana Abdul Kalam Azad
12. Vivekananda - Romain Rolland (English)
13. Gandhi - Romain Rolland (English)
14. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
15. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome’s report, Universe Books.
16. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
17. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
18. A N Tripathy, 2003, Human Values, New Age International Publishers.
19. Subhas Palekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) Krishi Tantra Shodh, Amravati.
20. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers, Oxford University Press
21. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
22. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
23. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

**Web links and Video Lectures (e-Resources):**

- Value Education websites,
- <https://www.uhv.org.in/uhv-ii>,
- <http://uhv.ac.in>,
- <http://www.uptu.ac.in>
- Story of Stuff,
- <http://www.storyofstuff.com>
- Al Gore, An Inconvenient Truth, Paramount Classics, USA
- Charlie Chaplin, Modern Times, United Artists, USA
- IIT Delhi, Modern Technology – the Untold Story
- Gandhi A., Right Here Right Now, Cyclewala Productions
- [https://www.youtube.com/channel/UCQxWr5QB\\_eZUnwxSwxXEkQw](https://www.youtube.com/channel/UCQxWr5QB_eZUnwxSwxXEkQw)
- [https://fdp-si.aicte-india.org/8dayUHV\\_download.php](https://fdp-si.aicte-india.org/8dayUHV_download.php)
- <https://www.youtube.com/watch?v=8ovkLRYXijE>
- <https://www.youtube.com/watch?v=OgdNx0X923I>
- <https://www.youtube.com/watch?v=nGRcbRpvGoU>
- <https://www.youtube.com/watch?v=sDxGXOgYEKM>

Course Code:22UHS001M	<b>YOGA</b>	Credit :	00
<b>Hours/Week)</b> L:T:P :0:0:2		CIE Marks :	50
Total Hours Per Semester : 26		SEE Marks :	00

### Course objectives:

1. To enable the student to have good health.
2. To practice mental hygiene.
3. To possess emotional stability.
4. To integrate moral values.
5. To attain higher level of consciousness

### The Health Benefits of Yoga

The benefits of various yoga techniques have been supposed to improve

- body flexibility,
- performance,
- stress reduction,
- attainment of inner peace, and
- self-realization

The system has been advocated as a complementary treatment to aid the healing of several ailments such as

- coronary heart disease,
- depression,
- anxiety disorders,
- asthma, and
- extensive rehabilitation for disorders including musculoskeletal problems and traumatic brain injury.

The system has also been suggested as behavioral therapy for smoking cessation and substance abuse (including alcohol abuse).

If you practice yoga, you may receive these physical, mental, and spiritual benefits:

#### Physical

1. Improved body flexibility and balance
2. Improved cardiovascular endurance (stronger heart)
3. Improved digestion
4. Improved abdominal strength
5. Enhanced overall muscular strength
6. Relaxation of muscular strains
7. Weight control
8. Increased energy levels
9. Enhanced immune system

#### Mental

1. Relief of stress resulting from the control of emotions
2. Prevention and relief from stress-related disorders
3. Intellectual enhancement, leading to improved decision-making skills

#### Spiritual

1. Life with meaning, purpose, and direction
2. Inner peace and tranquility
3. Contentment



Semester III	
Yoga, its origin, history and development. Yoga, its meaning, definitions.	
Different schools of yoga, Aim and Objectives of yoga, importance of prayer	
Yogic practices for common man to promote positive health	
Rules to be followed during yogic practices by practitioner	
Yoga its misconceptions,	
Difference between yogic and non yogic practices	
Suryanamaskar prayer and its meaning, Need, importance and benefits of Suryanamaskar 12 count, 2 rounds	
Asana, Need, importance of Asana. Different types of asana. Asana its meaning by name, technique, precautionary measures and benefits of each asana	
<b>Different types of Asanas</b>	
Sitting	1. Padmasana 2. Vajrasana
Standing	1. Vrikshana 2. Trikonasana
Prone line	1. Bhujangasana 2. Shalabhasana
Supine line	1. Utthitadvipadasana 2. Ardhalasana

Semester IV	
Patanjali's Ashtanga Yoga, its need and importance.	
Yama : Ahimsa, satya, asteya, brahmacharya, aparigraha	
Niyama : shoucha, santosh, tapa, svaadhyaya, Eshvarapranidhan	
Suryanamaskar 12 count- 4 rounds of practice	
Asana, Need, importance of Asana.	
Different types of asana. Asana its meaning by name, technique, precautionary measures and benefits of each asana	
<b>Different types of Asanas</b>	
Sitting	1. Sukhasana 2. Paschimottanasana
Standing	1. Ardhakati Chakrasana 2. Parshva Chakrasana
Prone line	1. Dhanurasana
Supine line	1. Halasana 2. Karna Peedasana
Meaning, importance and benefits of Kapalabhati. 40 strokes/min 3 rounds	
Meaning, Need, importance of Pranayama. Different types. Meaning by name, technique, precautionary measures and benefits of each pranayama	
<b>Pranayama</b> : 1. Suryanuloma-Viloma 2. Chandranuloma-Viloma 3. Suryabhedana	
4. Chandra Bhedana 5. Nadishodhana	

Semester V	
Patanjali's Ashtanga Yoga its need and importance.	
Ashtanga Yoga 1. Asana 2. Pranayama 3. Pratyahara	
Asana its meaning by name, technique, precautionary measures and benefits of each asana	
Different types of Asanas	
Sitting	1. Ardha Ushtrasana 2. Vakrasana 3. Yogamudra in Padmasana
Standing	1. Urdhva Hastasana 2. Hastapadasana 3. Parivritta Trikonasana 4. Utkatasana
Prone line	1. Padangushtha Dhanurasana 2. Poorna Bhujangasana/ Rajakapotasana
Supine line	1. Sarvangasana 2. Chakrasana 3. Navasana/ Naukasana 4. Pawanmuktasana
Revision of practice 60 strokes/min 3 rounds	
Meaning by name, technique, precautionary measures and benefits of each Pranayama	
1	Ujjayi
2	Sheetali
3	Sheetkari

Semester VI	
Ashtanga Yoga 1. Dharana 2. Dhyana (Meditation) 3. Samadhi	
Asana by name, technique, precautionary measures and benefits of each asana	
Different types of Asanas	
Sitting	1. Bakasana 2. Hanumanasana 3. Ekapada Rajakapotasana 4. Yogamudra in Vajrasana
Standing	1. Vatarjanasana 2. Garudasana
Balancing	1. Veerabhadrasana 2. Sheershasana
Supine line	1. Sarvangasana 2. Setubandha Sarvangasana 3. Shavasana (Relaxation posture).
Revision of Kapalabhati practice 80 strokes/min - 3 rounds	
Different types. Meaning by name, technique, precautionary measures and benefits of each Pranayama	
1. Bhastrika 2. Bhramari	
Meaning, Need, importance of Shatkriya. Different types. Meaning by name, technique, precautionary measures and benefits of each Kriya	
1. Jalaneti & sutraneti	
2. Nauli (only for men)	
3. Sheetkarma Kapalabhati	

**Course outcomes (Course Skill Set):**

At the end of the course, the student will be able to:

1.	Understand the meaning, aim and objectives of Yoga
2.	Perform Suryanamaskar and able to Teach its benefits.
3.	Understand and teach different Asanas by name, its importance, methods and benefits.
4.	Instruct Kapalabhati and its need and importance
5.	Teach different types of Pranayama by its name, precautions, procedure and uses
6.	Coach different types of Kriyas , method to follow and usefulness

**Assessment Details (both CIE and SEE)**

1.	Students will be assessed with internal test by a. Multiple choice questions b. Descriptivetype questions ( Two internal assessment tests with 25 marks/test)
2.	Final test shall be conducted for whole syllabus for 50 marks.
3.	Continuous Internal Evaluation shall be for 100 marks (including IA test)

**Suggested Learning Resources****Books:**

1.	<b>Yogapravesha in Kannada by Ajitkumar</b>
2.	<b>Light on Yoga by BKS Iyengar</b>
3.	<b>Teaching Methods for Yogic practices by Dr. M L Gharote &amp; Dr. S K Ganguly</b>
4.	<b>Yoga Instructor Course hand book published by SVYASA University, Bengaluru</b>
5.	<b>Yoga for Children –step by step – by Yamini Muthanna</b>

**Web links and Video Lectures (e-Resources): Refer links**

<https://youtu.be/KB-TYlgd1wE>

<https://youtu.be/aa-TG0Wg1Ls>

