

BSCK307 – Social Connect & Responsibility 2022 Scheme & syllabus for 3rd sem		Semester	3 rd
Course Code	BSCK307	CIE Marks	100
Teaching Hours/Week (L:T:P: S)	0:0:3:1	SEE Marks	-----
Total Hours of Pedagogy	40 hour Practical Session +15 hour Planning	Total Marks	100
Examination nature (No SEE – Only CIE)	For CIE Assessment - Activities Report Evaluation by College NSS Officer / HOD / Sports Dept / Any Dept.		
Credits	01 - Credit		

Course objectives: The course will enable the students to:

1. Provide a formal platform for students to communicate and connect to the surrounding.
2. create a responsible connection with the society.
3. Understand the community in general in which they work.
4. Identify the needs and problems of the community and involve them in problem –solving.
5. Develop among themselves a sense of social & civic responsibility & utilize their knowledge in finding practical solutions to individual and community problems.
6. Develop competence required for group-living and sharing of responsibilities & gain skills in mobilizing community participation to acquire leadership qualities and democratic attitudes.

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 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 homework, 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.

Contents :

The course is mainly activity-based that will offer a set of activities for the student that enables them to connect with fellow human beings, nature, society, and the world at large.

The course will engage students for interactive sessions, open mic, reading group, storytelling sessions, and semester-long activities conducted by faculty mentors.

In the following a set of activities planned for the course have been listed:

Social Connect & Responsibility - Contents**Part I:****Plantation and adoption of a tree:**

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.

Part II :**Heritage walk and crafts corner:**

Heritage tour, knowing the history and culture of the city, connecting to people around through their history, knowing the city and its craftsman, photo blog and documentary on evolution and practice of various craft forms – – Objectives, Visit, case study, report, outcomes.

Part III :**Organic farming and waste management:**

Usefulness of organic farming, wet waste management in neighboring villages, and implementation in the campus –

Objectives, Visit, case study, report, outcomes.

Part IV:

Water conservation:

Knowing the present practices in the surrounding villages and implementation in the campus, documentary or photoblog presenting the current practices – Objectives, Visit, case study, report, outcomes.

Part V :

Food walk:

City's culinary practices, food lore, and indigenous materials of the region used in cooking – Objectives, Visit, case study, report, outcomes.

Course outcomes (Course Skill Set):

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

CO1: Communicate and connect to the surrounding.

CO2: Create a responsible connection with the society.

CO3: Involve in the community in general in which they work.

CO4: Notice the needs and problems of the community and involve them in problem –solving.

CO5: Develop among themselves a sense of social & civic responsibility & utilize their knowledge in finding practical solutions to individual and community problems.

CO6: Develop competence required for group-living and sharing of responsibilities & gain skills in mobilizing community participation to acquire leadership qualities and democratic attitudes.

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) Faculty mentors has to design the evaluation system as per VTU guidelines of scheme & syllabus.

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

Special Note :

NO SEE – Semester End Exam – Completely Practical and activities based evaluation

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.	Plantation and adoption of a tree:	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.	Heritage walk and crafts corner:	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.	Organic farming and waste management:	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.	Water conservation: & 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.	Food walk: Practices in society	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

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Plan of Action (Execution of Activities)

Sl.NO	Practice Session Description	
1	Lecture session in field to start activities	
2	Students Presentation on Ideas	
3	Commencement of activity and its progress	
4	Execution of Activity	
5	Execution of Activity	
6	Execution of Activity	
7	Execution of Activity	
8	Case study based Assessment, Individual performance	
9	Sector/ Team wise study and its consolidation	
10	Video based seminar for 10 minutes by each student At the end of semester with Report.	
<ul style="list-style-type: none"> 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 1st to 5th, 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"> Implementation strategies of the project (NSS work). The last report should be signed by NSS Officer, the HOD and principal. At last report should be evaluated by the NSS officer of the institute. Finally the consolidated marks sheet should be sent to the university and also to be made available at LIC visit.
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. Activities 1 to 5, 5*5 = 25	25 Marks	
Total marks for the course in each semester	100 Marks	
<p>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.</p> <p>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.</p>		


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National Service Scheme (NSS)		Semester	3 rd to 6 th
Course Code	BNSK459	CIE Marks	25*4 = 100
Teaching Hours/Week (L:T:P: S)	0:0:3:1	SEE Marks	-----
Total Hours of Pedagogy	40 hour Practical Session +15 hour Planning	Total Marks	25*4 = 100
Examination nature (SEE)	Activities Report Evaluation by College NSS Officer at the end of every semester (3 rd to 6 th semester)		
Credits	NCMC – Non Credit Mandatory Course (Completion of the course shall be mandatory for the award of degree)		

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 & gain 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 homework, 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, 5 R'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/

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<p>technical/ vocational education.</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. For eg. 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.(minimum5 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"> • 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. • At the end of every semester, activity report should be submitted for evaluation.

Distribution of Activities - Semester wise from 3rd to 6th semester

Sem	Topics / Activities to be Covered
<p>3rd Sem for</p> <p>25 Marks</p>	<p>1. Organic farming, Indian Agriculture (Past, Present and Future) Connectivity for marketing.</p> <p>2. Waste management- Public, Private and Govt organization, 5 R's.</p> <p>3. Setting of the information imparting club for women leading to contribution in social and economic issues.</p>
<p>4th Sem for</p> <p>25 Marks</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 schools to achieve good results and enhance their enrolment in Higher/ technical/ vocational education.</p>
<p>5th Sem for</p> <p>25 Marks</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 programs etc.</p> <p>9. Spreading public awareness under rural outreach programs.(minimum5 programs).</p> <p>10. Social connect and responsibilities.</p>
<p>6th Sem for</p> <p>25 Marks</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>

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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.	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 local schools to achieve good results and 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	Report 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/ 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
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 programs etc.	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
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/ 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
10.	Plantation and adoption of plants. Know your plants.	May be individual or team	Villages/ City Areas / Grama panchayat/ public associations/Government Schemes officers/ campus etc.....	Place 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

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/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
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/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

Plan of Action (Execution of Activities For Each Semester)

SLNO	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	Video based seminar for 10 minutes by each student At the end of semester with Report.
<ul style="list-style-type: none"> In every semester from 3rd semester to 6th semester, Each student should do activities according to the scheme and syllabus. At the end of every semester student performance has to be evaluated by the NSS officer for the assigned activity progress and its completion. At last in 6th semester consolidated report of all activities from 3rd to 6th semester, compiled report should be submitted as per the instructions. 	

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 projects 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	10 Marks	<ul style="list-style-type: none"> • Implementation strategies of the project (NSS work). • The last report should be signed by NSS Officer, the HOD and principal. • At last report should be evaluated by the NSS officer of the institute. • Finally the consolidated marks sheet should be sent to the university and also to be made available at LIC visit.
Selection of topic, PHASE - 1	10 Marks	
Commencement of activity and its progress - PHASE - 2	10 Marks	
Case study based Assessment	10 Marks	
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	
Total marks for the course in each semester	50 Marks	

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


25 marks CIE entry will be entered in University IA marks portal at the end of each semester 3rd to 6th 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.


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BPEK-359
BPEK-459

Semester: III						
PHYSICAL EDUCATION (SPORTS & ATHLETICS) – I						
Course Code	:	BPEK359		CIE	:	100 Marks
Credits: L:T:P	:	0:0:1				
Total Hours	:	30 P				
Course Outcomes: At the end of the course, the student will be able to						
<ol style="list-style-type: none"> 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. Create a 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. 						
Module I : Orientation				5 Hours		
<ol style="list-style-type: none"> A. Lifestyle B. Fitness C. Food & Nutrition D. Health & Wellness E. Pre-Fitness test. 						
Module II : General Fitness & Components of Fitness				15 Hours		
<ol style="list-style-type: none"> A. Warming up (Free Hand exercises) B. Strength – Push-up / Pull-ups C. Speed – 30 Mtr Dash D. Agility – Shuttle Run E. Flexibility – Sit and Reach F. Cardiovascular Endurance – Harvard step Test 						
Module III : Recreational Activities				10 Hours		
<ol style="list-style-type: none"> A. Postural deformities. B. Stress management. C. Aerobics. D. Traditional Games. 						

Scheme and Assessment for auditing the course and Grades:

Sl. No.	Activity	Marks
1.	Participation of student in all the modules	20
2.	Quizzes – 2, each of 15 marks	30
3.	Final presentation / exhibition / Participation in competitions/ practical on specific tasks assigned to the students	50
Total		100

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Semester: IV			
PHYSICAL EDUCATION (SPORTS & ATHLETICS) – II			
Course Code	: BPEK459	CIE	: 100 Marks
Credits: L:T:P	: 0:0:1		
Total Hours	: 30 P		
<p>Course Outcomes: At the end of the course, the student will be able to</p> <ol style="list-style-type: none"> 1. Understand the ethics and moral values in sports and athletics 2. Perform in the selected sports or athletics of student's choice. 3. Understand the roles and responsibilities of organisation and administration of sports and games. 			
Module IV : Ethics and Moral Values			5
Hours			
<ol style="list-style-type: none"> A. Ethics in Sports B. Moral Values in Sports and Games 			
Module V : Specific Games (Any one to be selected by the student)			20 Hours
<ol style="list-style-type: none"> A. Volleyball – Attack, Block, Service, Upper Hand Pass and Lower hand Pass. B. Throwball – Service, Receive, Spin attack, Net Drop & Jump throw. C. Kabaddi – Hand touch, Toe Touch, Thigh Hold, Ankle hold and Bonus. D. Kho-Kho – Giving Kho, Single Chain, Pole dive, Pole turning, 3-6 Up. E. Table Tennis – Service (Fore Hand & Back Hand), Receive (Fore Hand & Back Hand), Smash. F. Athletics (Track / Field Events) – Any event as per availability of Ground. 			
Module VI : Role of Organisation and administration			5 Hours

Scheme and Assessment for auditing the course and Grades:

Sl. No.	Activity	Marks
1.	Participation of student in all the modules	20
2.	Quizzes - 2, each of 15 marks	30
3.	Final presentation / exhibition / Participation in competitions/ practical on specific tasks assigned to the students	50
Total		100


 / Principal
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BYOK 359
BYOK 459

15.08.2023

TEMPLATE for Yoga

Yoga for a Better Life		Semester	III - VI sem
Course Code	BYOK459	CIE Marks	100/sem
Teaching Hours/Week (L:T:P: S)	3:0:2:0	SEE Marks	000
Total Hours of Pedagogy per semester	24 - 28 hours (Theory + practical)	Total Marks	100/sem
Examination nature (SEE)	Objective type Theory / Practical / Viva-Voce		
<p>Course objectives:</p> <ol style="list-style-type: none"> 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. 			
<p>The Health Benefits of Yoga</p> <p>The benefits of various yoga techniques have been supposed to improve</p> <ul style="list-style-type: none"> • body flexibility, • performance, • <u>stress</u> reduction, • attainment of inner peace, and • self-realization. <p>The system has been advocated as a complementary treatment to aid the healing of several ailments such as</p> <ul style="list-style-type: none"> • coronary <u>heart disease</u>, • <u>depression</u>, • anxiety disorders, • <u>asthma</u>, and • extensive rehabilitation for disorders including musculoskeletal problems and traumatic <u>brain injury</u>. <p>The system has also been suggested as behavioral therapy for <u>smoking cessation</u> and substance abuse (including <u>alcohol abuse</u>).</p> <p>If you practice yoga, you may receive these physical, mental, and spiritual benefits:</p> <ul style="list-style-type: none"> • Physical <ol style="list-style-type: none"> 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 <u>strains</u> 7. Weight control 8. Increased energy levels 9. Enhanced immune system • Mental <ol style="list-style-type: none"> 1. Relief of <u>stress</u> resulting from the control of emotions 2. Prevention and relief from stress-related disorders 3. Intellectual enhancement, leading to improved decision-making skills • Spiritual <ol style="list-style-type: none"> 1. Life with meaning, purpose, and direction 2. Inner peace and tranquility 3. Contentment 			
Yoga Syllabus			

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
 Different types of Asanas

- a. Sitting 1. Padmasana
2. Vajrasana
- b. Standing 1. Vrikshana
2. Trikonasana
- c. Prone line 1. Bhujangasana
2. Shalabhasana
- d. 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

Different types of Asanas

- a. Sitting 1. Sukhasana
2. Paschimottanasana
- b. Standing 1. Ardhakati Chakrasana
2. Parshva Chakrasana
- c. Prone line 1. Dhanurasana
- d. 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

Pranayama – 1. Suryanuloma – Viloma 2. Chandranuloma-Viloma 3. Suryabhedana
 4. Chandra Bhedana 5. Nadishodhana

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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

- a. Sitting
 1. Ardha Ushtrasana
 2. Vakrasana
 3. Yogamudra in Padmasana
- b. Standing
 1. UrdhvaHastothanasana
 2. Hastapadasana
 3. ParivrittaTrikonasana
 4. Utkatasana
- c. Prone line
 1. Padangushtha Dhanurasana
 2. Poorna Bhujangasana / Rajakapotasana
- d. Supine line
 1. Sarvangasana
 2. Chakraasana
 3. Navasana/Noukasana
 4. Pavanamuktasana

Revision of practice 60 strokes/min 3 rounds

Meaning by name, technique, precautionary measures and benefits of each Pranayama

1. Ujjayi
2. Sheetal
3. Sheektari

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

- a. Sitting
 1. Bakasana
 2. Hanumanasana
 3. Ekapada Rajakapotasana
 4. Yogamudra in Vajrasana
- b. Standing
 1. Vatayanasana
 2. Garudasana
- c. Balancing
 1. Veerabhadrasana
 2. Sheershasana
- d. Supine line
 1. Sarvangasana
 2. Setubandha Sarvangasana
 3. Shavasanaa

(Relaxation poisture).

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. Nouli (only for men) 3. Sheetkarma Kapalabhati

Course outcomes (Course Skill Set):

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

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

Assessment Details (both CIE and SEE)

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

Suggested Learning Resources:**Books:**

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

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

6. <https://youtu.be/KE-TYgd1wE>
7. <https://youtu.be/aa-TG0Wg1Is>

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Yoga Teacher


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Universal Human Values (UHV)		Semester	3 rd
Course Code	BUHK408	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	1:0:0:1	SEE Marks	50
Total Hours of Pedagogy	15 hour Theory Session +15 hour Self study	Total Marks	100
Credits	01	Exam Hours	01 Hour
Examination type (SEE)	SEE paper shall be set for 50 questions, each of the 01 mark. The pattern of the question paper is MCQ (multiple choice questions) .		

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 behaviour 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 explorational 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**Introduction to Value Education****(3 hours)**

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 Fulfil the Basic Human Aspirations

Module-2

<p>Harmony in the Human Being : (3 hours) 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>
Module-3
<p>Harmony in the Family and Society : (3 hours) Harmony 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>
Module-4
<p>Harmony in the Nature/Existence : (3 hours) 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>
Module-5
<p>Implications of the Holistic Understanding – a Look at Professional Ethics : (3 hours) 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>Course outcome (Course Skill Set) 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"> • They would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind. • They would have better critical ability. • They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society). • 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. <p>Expected to positively impact common graduate attributes like:</p> <ol style="list-style-type: none"> 1. Ethical human conduct 2. Socially responsible behaviour 3. Holistic vision of life 4. Environmentally responsible work 5. Having Competence and Capabilities for Maintaining Health and Hygiene 6. Appreciation and aspiration for excellence (merit) and gratitude for all

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Assessment Details (both CIE and SEE)

The weightage 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 22OB2.4, 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. Susan 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://fdp-si.aicte-india.org/8dayUHV_download.php
- <https://www.youtube.com/watch?v=8ovkLRYXlJE>
- <https://www.youtube.com/watch?v=OgdNx0X923I>
- <https://www.youtube.com/watch?v=nGRcbRpvGoU>
- <https://www.youtube.com/watch?v=sDxGXOgYEKM>

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Semester: VI			
INDIAN KNOWLEDGE SYSTEMS (Theory) (Common to All UG Programs)			
Course Code	: BIKK657	CIE	: 50 Marks
Credits: L:T:P	: 1: 0: 0	SEE	: 50 Marks
Total Hours	: 15L	SEE Duration	: 02 Hours
Course Learning Objectives: The students will be able to			
1	To facilitate the students with the concepts of Indian traditional knowledge and to make them understand the Importance of roots of knowledge system.		
2	To make the students understand the traditional knowledge and analyse it and apply it to their day-to-day life.		

Unit-I	05 Hrs
Introduction to Indian Knowledge Systems (IKS): Overview, Vedic Corpus, Philosophy, Character scope and importance, traditional knowledge vis-a-vis indigenous knowledge, traditional knowledge vs. western knowledge.	
Unit - II	05 Hrs
Traditional Knowledge in Humanities and Sciences: Linguistics, Number and measurements- Mathematics, Chemistry, Physics, Art, Astronomy, Astrology, Crafts and Trade in India and Engineering and Technology.	
Unit -III	05 Hrs
Traditional Knowledge in Professional domain: Town planning and architecture-Construction, Health, wellness and Psychology-Medicine, Agriculture, Governance and public administration, United Nations Sustainable development goals.	

Course Outcomes: After completing the course, the students will be able to	
CO1:	Provide an overview of the concept of the Indian Knowledge System and its importance.
CO2:	Appreciate the need and importance of protecting traditional knowledge.
CO3:	Recognize the relevance of Traditional knowledge in different domains.
CO4:	Establish the significance of Indian Knowledge systems in the contemporary world.

Reference Books	
1	Introduction to Indian Knowledge System- concepts and applications, B Mahadevan, Vinayak Rajat Bhat, Nagendra Pavana R N, 2022, PHI Learning Private Ltd, ISBN-978-93-91818-21-0
	Traditional Knowledge System in India, Amit Jha, 2009, Atlantic Publishers and Distributors (P) Ltd., ISBN-13: 978-8126912230,
2	Knowledge Traditions and Practices of India, Kapil Kapoor, Avadesh Kumar Singh, Vol. 1, 2005, DK Print World (P) Ltd., ISBN 81-246-0334,
Suggested Web Links:	
1.	https://www.youtube.com/watch?v=LZP1StpYEPM
2.	http://nptel.ac.in/courses/121106003/
3.	http://www.iitkgp.ac.in/department/KS;jsessionid=C5042785F727F6EB46CBF432D7683B63 (Centre of Excellence for Indian Knowledge System, IIT Kharagpur)
4.	https://www.wipo.int/pressroom/en/briefs/ik_ip.html
5.	https://unctad.org/system/files/official-document/ditcted10_en.pdf
6.	http://nbaindia.org/uploaded/docs/traditionalknowledge_190707.pdf
7.	https://unfoundation.org/what-we-do/issues/sustainable-development-goals/?gclid=EAlaIqobChMImp-Jib_p8gIVTeN3Ch27LAmPEAAYASAAAEgImlvD_BwE

ASSESSMENT AND EVALUATION PATTERN		
WEIGHTAGE	50% (CIE)	50%(SEE)
QUIZZES		
Quiz-I	Each quiz is evaluated for 05 marks adding up to 10 Marks.	*****
Quiz-II		
THEORY COURSE - (Bloom's Taxonomy Levels: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating)		
Test - I	Each test will be conducted for 25 Marks adding upto 50 marks. Final test marks will be reduced to 20 Marks	*****
Test - II		
EXPERIENTIAL LEARNING	20	*****
Case Study-based Teaching-Learning	--	*****
Sector wise study & consolidation (viz., Engg. Semiconductor Design, Healthcare & Pharmaceutical, FMCG, Automobile, Aerospace and IT/ ITeS)	--	
Video based seminar (4-5 minutes per student)	--	
Maximum Marks for the Theory	---	50 Marks
Practical	--	--
Total Marks for the Course	50	50

CO-PO Mapping												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	-	-	-	-	-	-	3	-	-	-	1
CO2	-	-	-	-	-	2	-	-	-	-	-	-
CO3	-	-	2	2	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	3	2	-	-	-	-	-

High-3 : Medium-2 : Low-1

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V Semester

RESEARCH METHODOLOGY & IPR			
Course Code:	BRMK557	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2:2:0:0	SEE Marks	50
Total Hours of Pedagogy	25	Total Marks	100
Credits	03	Exam Hours	03
Course Objectives:			
CO1. To Understand the knowledge on basics of research and its types.			
CO2. To Learn the concept of Literature Review, Technical Reading, Attributions and Citations.			
CO3. To learn Ethics in Engineering Research.			
CO4. To Discuss the concepts of Intellectual Property Rights in engineering.			
Teaching-Learning Process (General Instructions)			
These are sample Strategies; that teachers can use to accelerate the attainment of the various course outcomes.			
<ol style="list-style-type: none"> 1. Lecturer methods (L) need not be only the traditional lecture methods, but alternative effective teaching methods could be adopted to attain the outcomes. 2. Use of Video to explain various concepts on IPR. 3. Encourage collaborative (Group Learning) Learning in the class. 4. Ask at least three HOT (Higher Order Thinking) questions in the class, which promotes critical thinking. 5. Introduce Topics in manifold representations. 6. Show the different ways to analyze the research problem and encourage the students to come up with their own creative ways to solve them. 7. Discuss how every concept can be applied to the real world - and when that's possible, it helps Improve the students' understanding. 			
Module-1 (5 Hours)			
Introduction: Meaning of Research, Objectives of Engineering Research, and Motivation in Engineering Research, Types of Engineering Research, Finding and Solving a Worthwhile Problem.			
Ethics in Engineering Research, Ethics in Engineering Research Practice, Types of Research Misconduct, Ethical Issues Related to Authorship.			
Teaching- Learning Process	Chalk and talk method / PowerPoint Presentation.		
Module-2(5 Hours)			
Literature Review and Technical Reading. New and Existing Knowledge, Analysis and Synthesis of Prior Art Bibliographic Databases, Web of Science, Google and Google Scholar, Effective Search: The Way Forward Introduction to Technical Reading Conceptualizing Research, Critical and Creative Reading, Taking Notes While Reading, Reading Mathematics and Algorithms, Reading a Datasheet.			
Attributions and Citations: Giving Credit Wherever Due, Citations: Functions and Attributes, Impact of Title and Keywords on Citations, Knowledge Flow through Citation, Citing Datasets, Styles for Citations, Acknowledgments and Attributions, What Should Be Acknowledged, Acknowledgments In, Books Dissertations, Dedication or Acknowledgments.			
Teaching-Learning Process	Chalk and talk method / PowerPoint Presentation		
Module-3(5 Hours)			
Introduction To Intellectual Property: Role of IP in the Economic and Cultural Development of the Society, IP Governance, IP as a Global Indicator of Innovation, Origin of IP History of IP in India. Major Amendments in IP Laws and Acts in India.			
Patents: Conditions for Obtaining a Patent Protection, To Patent or Not to Patent an Invention. Rights Associated with Patents. Enforcement of Patent Rights. Inventions Eligible for Patenting. Non-Patentable Matters. Patent Infringements. Avoid Public Disclosure of an Invention before Patenting. Process of Patenting.			
Process of Patenting. Prior Art Search. Choice of Application to be Filed. Patent Application Forms. Jurisdiction of Filing Patent Application. Publication. Pre-grant Opposition. Examination. Grant of a Patent. Validity of Patent Protection. Post-grant Opposition. Commercialization of a Patent. Need for a Patent Attorney/Agent. Can a Worldwide Patent be Obtained? Do I Need First to File a Patent in India? Patent Related Forms. Fee Structure. Types of Patent Applications. Commonly Used Terms in Patenting. National Bodies Dealing with Patent Affairs. Utility Models.			
Teaching- Learning Process	Chalk and talk method / PowerPoint Presentation.		
Module-4(5 Hours)			
Copyrights and Related Rights: Classes of Copyrights. Criteria for Copyright Ownership of Copyright. Copyrights of the Author. Copyright Infringements. Copyright Infringement is a Criminal Offence. Copyright Infringement is a Cognizable Offence. Fair Use Doctrine. Copyrights and Internet. Non-Copyright Work. Copyright Registration. Judicial Powers of the Registrar of Copyrights. Fee Structure. Copyright Symbol.			

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Validity of Copyright. Copyright Profile of India. Copyright and the word 'Publish'. Transfer of Copyrights to a Publisher. Copyrights and the Word 'Adaptation'. Copyrights and the Word 'Indian Work'. Joint Authorship. Copyright Society. Copyright Board. Copyright Enforcement Advisory Council (CEAC). International Copyright Agreements, Conventions and Treaties. Interesting Copyrights Cases.

Trademarks: Eligibility Criteria. Who Can Apply for a Trademark. Acts and Laws. Designation of Trademark Symbols. Classification of Trademarks. Registration of a Trademark is Not Compulsory. Validity of Trademark. Types of Trademark Registered in India. Trademark Registry. Process for Trademarks Registration. Prior Art Search. Famous Case Law: Coca-Cola Company vs. Bisleri International Pvt. Ltd.

Module-5(5 Hours)

Industrial Designs: Eligibility Criteria. Acts and Laws to Govern Industrial Designs. Design Rights. Enforcement of Design Rights. Non-Protectable Industrial Designs India. Protection Term. Procedure for Registration of Industrial Designs. Prior Art Search. Application for Registration. Duration of the Registration of a Design. Importance of Design Registration. Cancellation of the Registered Design. Application Forms. Classification of Industrial Designs. Designs Registration Trend in India. International Treaties. Famous Case Law: Apple Inc. vs. Samsung Electronics Co.

Geographical Indications: Acts, Laws and Rules Pertaining to GI. Ownership of GI. Rights Granted to the Holders. Registered GI in India. Identification of Registered GI. Classes of GI. Non-Registerable GI. Protection of GI. Collective or Certification Marks. Enforcement of GI Rights. Procedure for GI Registration Documents Required for GI Registration. GI Ecosystem in India.

Case Studies on Patents. Case study of Curcuma (Turmeric) Patent, Case study of Neem Patent, Case study of Basmati patent. **IP Organizations in India. Schemes and Programmes**

Teaching- Learning Process Chalk and talk method / PowerPoint Presentation

Assessment Details (both CIE and SEE)

The weightage 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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and 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 Evaluation:

Three Unit Tests each of 20 Marks (duration 01 hour)

1. First test at the end of 5 th week of the semester
2. Second test at the end of the 10 th week of the semester
3. Third test at the end of the 15 th week of the semester

Two assignments each of 10 Marks

4. First assignment at the end of 4 th week of the semester
5. Second assignment at the end of 9 th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for 20 Marks (duration 01 hours)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be scaled down to 50 marks (to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the Outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by the University as per the scheduled timetable, with common question papers for the subject (duration 03 hours)

1. The question paper will be set for 100 marks. Marks scored shall be proportionally reduced to 50 marks
2. The question paper will have ten questions. Each question is set for 20 marks.
3. There will be 2 questions from each module. Each of the two questions is under a module (with a maximum of 2 sub-questions).
4. The students have to answer 5 full questions, selecting one full question from each module.

Course Outcomes (Course Skill Set)

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

- CO 1. To know the meaning of engineering research.
- CO2. To know the procedure of the literature Review and Technical Reading
- CO3. To understand the fundamentals of the patent laws and drafting procedure
- CO 4. Understanding the copyright laws and subject matters of copyrights and designs
- COS. Under standing the basic principles of design rights

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Suggested Learning Resources:
Textbook 1. Dr. Santosh M Nejakar, Dr. Harish Bendigeri "Research Methodology and Intellectual Property Rights", ISBN 978-93-5987-928-4, Edition: 2023-24.
Reference Book: 1. David V. Thiel "Research Methods for Engineers" Cambridge University Press, 978-1-107-03488-4 - 2. Intellectual Property Rights by N.K.Acharya Asia Law House 6 th Edition. ISBN: 978-93-81849-30-9
Activity Based Learning (Suggested Activities in Class)/ Practical Based learning <ul style="list-style-type: none">• Quizzes• Assignments• Seminars


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V Semester

Environmental Studies			
Course Code:	BESK508	CIE Marks	50
Teaching Hours/Week (L:T:P: S)	2+0+0+0	SEE Marks	50
Total Hours of Pedagogy	30	Total Marks	100
Credits	02	Exam Hours	01
<p>Course objectives:</p> <ul style="list-style-type: none"> • To create environmental and sustainability awareness among the students. • To gain knowledge on different types of pollution in the environment, waste management and Environmental legislation. 			
<p>Teaching-Learning Process (General Instructions) These are sample Strategies; which teacher can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> 1. Apart from conventional lecture methods various types of innovative teaching techniques through videos, and animation films may be adopted so that the delivered lesson can progress the students in theoretical, applied and practical skills. 2. Environmental awareness program for the in house campus 3. Encourage collaborative (Group Learning) Learning in the class. 4. Seminars, surprise tests and Quizzes may be arranged for students in respective subjects to develop skills. 			
Module-1			
<p>Module-1: ECOSYSTEM AND SUSTAINABILITY Ecosystems (Structure and Function): Forest, Desert, Wetlands, River, Oceanic and Lake. Sustainability: 17 SDGs- History, targets, implementation , Capacity Development</p>			
Teaching-Learning Process	Chalk and talk, PowerPoint presentation and animation tools		
Module-2			
<p>Module 2: NATURAL RESOURCE MANAGEMENT Advances in Energy Systems (Merits, Demerits, Global Status and Applications): Hydrogen, Solar, OTEC, Tidal and Wind. Natural Resource Management (Concept and case-studies): Disaster Management, Sustainable Mining - case studies and Carbon Trading.</p>			
Teaching-Learning Process	Chalk and talk, powerpoint presentation and animation tools		
Module-3			
<p>Module 3: ENVIRONMENTAL POLLUTION & WASTE MANAGEMENT Environmental Pollution (Sources, Impacts, Corrective and Preventive measures, Relevant Environmental Acts, Case-studies): Surface and Ground Water Pollution; Noise pollution; Soil Pollution and Air Pollution. Waste Management: Bio-medical Wastes; Solid waste; Hazardous wastes; E-wastes; Industrial and Municipal Sludge.</p>			
Teaching-Learning Process	Chalk and talk, powerpoint presentation and animation tools		
Module-4			

Module 4: GLOBAL ENVIRONMENTAL ISSUES

Global Environmental Concerns (Concept, policies and case-studies): Ground water depletion/recharging, Climate Change; Acid Rain; Ozone Depletion; Radon and Fluoride problem in drinking water; Resettlement and rehabilitation of people, Environmental Toxicology.

Teaching-Learning Process

Chalk and talk, powerpoint presentation and animation tools

Module-5**Module 5: ENVIRONMENTAL LEGISLATION**

Environmental Legislation : Water Act 1974, Air Act 1981, Environmental Protection Act 1984, Solid Waste Management Rules-2016, E- Waste management Rule - 2022, Biomedical Waste management- 2016.

Teaching-Learning Process

Chalk and talk, power point presentation and animation tools

Course outcome (Course Skill Set)

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

- CO1: Understand the principles of ecology and environmental issues that apply to air, land, and water issues on a global scale,
- CO2: Develop critical thinking and/or observation skills, and apply them to the analysis of a problem or question related to the environment as legislation.
- CO3: Apply their ecological knowledge to illustrate and grasp the problem and describe the realities that managers face when dealing with complex issues.

Assessment Details (both CIE and SEE)

The weightage 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). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and 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 Evaluation:

Three Unit Tests each of 20 Marks (duration 01 hour)

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

Two assignments each of 10 Marks

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for 20 Marks (duration 01 hours)

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be scaled down to 50 marks

(to have less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course).

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject (duration 01 hours)

Question paper pattern:

1. The Question paper will have 50 objective questions.

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2. Each question will be for 01 marks
3. Students will have to answer all the questions on an OMR Sheet.
4. The Duration of the Exam will be 01 hour

Suggested Learning Resources:

Books

- Environmental studies, Benny Joseph, Tata Mcgraw-Hill 2nd edition 2012
- Environmental studies, S M Prakash, pristine publishing house, Mangalore 3rd edition-2018

Reference Books: -

- Benny Joseph, Environmental studies, Tata Mcgraw-Hill 2nd edition 2009
- M.Ayi Reddy Textbook of environmental science and Technology, BS publications 2007
- Dr. B.S Chauhan, Environmental studies, university of science press 1st edition

Web links and Video Lectures (e-Resources):

Weblink:

- <https://sdgs.un.org/goals>

Video Lectures

- <https://archive.nptel.ac.in/courses/109/105/109105190/>.

Activity-Based Learning (Suggested Activities in Class)/ Practical Based learning

- **Field work:** Visit to Zero Waste Management Plant / Solid waste management plant.


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