

Visvesvaraya Technological University, Belagavi
Scheme of Teaching and Examinations-2022
 Outcome-Based Education(OBE)and Choice Based Credit System(CBCS)
 (Effective from the academic year 2022-23)

I Semester (Mechanical Engineering Stream) (For Chemistry Group)													
Sl. No	Course and Course Code		Course Title	TD/PSB	Teaching Hours/Week				Examination				Credits
					Theory Lecture	Tutorial	Practical/ Drawing	SDA	Duration in hours	CIE Marks	SEE Marks	Total Marks	
					L	T	P	S					
1	*ASC(IC)	BMATM101	Mathematics-I for ME Streams	Maths	2	2	2	0	03	50	50	100	04
2	#ASC(IC)	BCHEM102	Applied Chemistry for ME Streams	Chemistry	2	2	2	0	03	50	50	100	04
3	ESC	BCEDK103	Computer-Aided Engineering Drawing	Civil/Mech Engg dept	2	0	2	0	03	50	50	100	03
4	ESC-I	BESCK104x	Engineering Science Course-I	Respective Engg Dept	3	0	0	0	03	50	50	100	03
5	ETC-I	BETCK105x	Emerging Technology Course-I/ OR	Any Dept	3	0	0	0	03	50	50	100	03
	PLC-I	BPLCK105x	Programming Language Course-I		2	0	2	0	03				
6	AEC	BPWSK106	Professional Writing Skills in English	Humanities	1	0	0	0	01	50	50	100	01
			OR										
		BENCK106	Communicative English										
7	HSMS	BICOK107	Indian Constitution	Humanities	1	0	0	0	01	50	50	100	01
			OR										
		BKSK0107 BKBKK107	Sanskrutika Kannada/ Balake Kannada										
8	AEC/SEC	BSFHK158	Scientific Foundations for Health	Any Dept	1	0	0	0	01	50	50	100	01
			OR										
		BIDTK158	Innovation and Design Thinking										
TOTAL										400	400	800	20

SDA-Skill Development Activities, **TD/PSB**- Teaching Department / Paper Setting Board, **ASC**-Applied Science Course, **ESC**- Engineering Science Courses, **ETC**- Emerging Technology Course, **AEC**- Ability Enhancement Course, **HSMS**-Humanity and Social Science and management Course, **SDC**- Skill Development Course, **CIE** -Continuous

Internal Evaluation, SEE - Semester End Examination, IC – Integrated Course (Theory Course Integrated with Practical Course)	
<p>*- BMATM101 Shall have the 03 hours of theory examination(SEE), however, practical sessions question shall be included in the theory question papers. ** The mathematics subject should be taught by a single faculty member per division, with no sharing of the course(subject)module-wise by different faculty members.</p> <p>#- BCHEM102- SEE shall have the 03 hours of theory examination and 02-03 hours of practical examination</p> <p>ESC or ETC of 03 credits Courses shall have only a theory component (L:T :P:S=3:0:0:0) or if the nature the of course required practical learning syllabus shall be designed as an Integrated course (L:T:P:S= 2:0:2:0) Questions from the practical component shall be included in SEE, however, there is no SEE for practical component.</p> <p>All 01 Credit- courses shall have the SEE of 01 hours duration and the pattern of the question paper shall be MCQ</p>	
<p>Credit Definition:</p> <p>1-hour Lecture (L) per week=1Credit</p> <p>2-hoursTutorial(T) per week=1Credit</p> <p>2-hours Practical / Drawing (P) per week=1Credit</p> <p>2-hous Skill Development Actives (SDA) per week = 1 Credit</p>	<p>04-Credits courses are to be designed for 50 hours of Teaching-Learning Session</p> <p>04-Credits (IC) are to be designed for 40 hours' theory and 12-14 hours of practical sessions</p> <p>03-Credits courses are to be designed for 40 hours of Teaching-Learning Session</p> <p>02- Credits courses are to be designed for 25 hours of Teaching-Learning Session</p> <p>01-Credit courses are to be designed for 12-15 hours of Teaching-Learning sessions</p>
<p>Student's Induction Program: Motivating (Inspiring) Activities under the Induction program – The main aim of the induction program is to provide newly admitted students a broad understanding of society, relationships, and values. Along with the knowledge and skill of his/her study, students' character needs to be nurtured as an essential quality by which he/she would understand and fulfill the responsibility as an engineer. The following activities are to be covered in 21 days. Physical Activity, Creative Arts, Universal Human Values, Literary, Proficiency Modules, Lectures by Eminent People, Visits to Local areas, Familiarization with Department/Branch and Innovation, etc. For details, refer the ANNEXURE-I of Induction Programs notification of the University published at the beginning of the 1st semester.</p>	
<p>AICTE Activity Points to be earned by students admitted to BE/ B.Tech., / B. Plan day college program (For more details refer to Chapter 6, AICTE Activity Point Program, Model Internship Guidelines): Over and above the academic grades, every regular student admitted to the 4 years Degree program and every student entering 4 years Degree programs through lateral entry, shall earn 100 and 75 Activity Points respectively for the award of degree through AICTE Activity Point Program. Students transferred from other Universities to the fifth semester are required to earn 50 Activity Points from the year of entry to VTU. The Activity Points earned shall be reflected on the student's eighth semester Grade Card. The activities can be spread over the years, any time during the semester weekends, and holidays, as per the liking and convenience of the student from the year of entry to the program. However, the minimum hours' requirement should be fulfilled. Activity Points (non-credit) do not affect SGPA/CGPA and shall not be considered for vertical progression. In case students fail to earn the prescribed activity Points, an Eighth Semester Grade Card shall be issued only after earning the required activity points. Students shall be admitted for the award of the degree only after the release of the Eighth semester Grade Card.</p>	

(ESC-I) Engineering Science Courses-I					(ETC-I) Emerging Technology Courses-I				
Code	Title	L	T	P	Code	Title	L	T	P
BESCK104A	Introduction to Civil Engineering	3	0	0	BETCK105A	Smart Materials and Systems	3	0	0
BESCK104B	Introduction to Electrical Engineering	3	0	0	BETCK105B	Green Buildings	3	0	0
BESCK104C	Introduction to Electronics Communication	3	0	0	BETCK105C	Introduction to Nano Technology	3	0	0
BESCK104D	Introduction to Mechanical Engineering	3	0	0	BETCK105D	Introduction to Sustainable Engineering	3	0	0
BESCK104E	Introduction to C Programming	2	0	2	BETCK105E	Renewable Energy Sources	3	0	0
					BETCK105F	Waste Management	3	0	0
					BETCK105G	Emerging Applications of Biosensors	3	0	0
					BTC1K105H	Introduction to Internet of Things (IOT)	3	0	0
					BETCK105I	Introduction to Cyber Security	3	0	0
					BETCK105J	Introduction to Embedded System	3	0	0
(PLC-I) Programming Language Courses-I									
Code	Title	L	T	P					
BPLCK105A	Introduction to Web Programming	2	0	2					
BPLCK105B	Introduction to Python Programming	2	0	2					
BPLCK105C	Basics to JAVA programming	2	0	2					
BPLCK105D	Introduction to C++ Programming	2	0	2					
The course BESCK104E, Introduction to C Programming, and all courses under PLC and ETC groups can be taught by faculty of ANY DEPARTMENT									

- The student has to select one course from the ESC-I group.
- MES stream Students shall opt for any one of the courses from the ESC-I group **except, BESCK104D -Introduction to Mechanical Engineering**
- The students have to opt for the courses from ESC group without repeating the course in either 1st or 2nd semester
- The students must select one course from either ETC-I or PLC-I group.
- If students study the subject from ETC-I in 1st semester he/she has to select the course from PLC-II in the 2nd semester and vice-versa

I Semester

Course Title:	Mathematics-I for Mechanical Engineering stream		
Course Code:	BMATM101	CIE Marks	50
Course Type (Theory/Practical/Integrated)	Integrated	SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P: S)	2:2:2:0	Exam Hours	03
Total Hours of Pedagogy	40 hours Theory + 10 to 12 Lab slots	Credits	04
<p>Course objectives:The goal of the course Mathematics-I for Mechanical Engineering stream(22MATM11) is to</p> <ul style="list-style-type: none"> • Familiarize the importance of calculus associated with one variable and two variables for Mechanical engineering. • Analyze Mechanical engineering problems applying Ordinary Differential Equations. • Develop the knowledge of Linear Algebra referring to matrices. 			
<p>Teaching-Learning Process Pedagogy (General Instructions): These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> 1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the delivered lessons shall develop students' theoretical and applied mathematical skills. 2. State the need for Mathematics with Engineering Studies and Provide real-life examples. 3. Support and guide the students for self-study. 4. You will also be responsible for assigning homework, grading assignments and quizzes, and documenting students' progress. 5. Encourage the students to group learning to improve their creative and analytical skills. 6. Show short related video lectures in the following ways: <ul style="list-style-type: none"> • As an introduction to new topics (pre-lecture activity). • As a revision of topics (post-lecture activity). • As additional examples (post-lecture activity). • As an additional material of challenging topics (pre-and post-lecture activity). • As a model solution of some exercises (post-lecture activity). 			
Module-1:Calculus (8 hours)			
<p>Introduction to polar coordinates and curvature relating toMechanical engineering. Polar coordinates, Polar curves, angle between the radius vector and the tangent, angle between two curves. Pedal equations. Curvature and Radius of curvature - Cartesian, Parametric, Polar and Pedal forms. Problems.</p> <p>Self-study: Center and circle of curvature, evolutes and involutes. Applications: Applied Mechanics, Strength of Materials, Elasticity. (RBT Levels: L1, L2 and L3)</p>			
Module-2:Series Expansion and Multivariable Calculus (8 hours)			

Introduction to series expansion and partial differentiation in the field of Mechanical engineering applications.

Taylor's and Maclaurin's series expansion for one variable (Statement only) – problems. Indeterminate forms - L'Hospital's rule, Problems.

Partial differentiation, total derivative - differentiation of composite functions. Jacobian and problems. Maxima and minima for a function of two variables-Problems.

Self-study:Euler's theorem and problems. Method of Lagrange's undetermined multipliers with a single constraint.

Applications: Computation of stress and strain, Errors and approximations in manufacturing process, Estimating the critical points and extreme values, vector calculus.

(RBT Levels: L1, L2 and L3)

Module-3: Ordinary Differential Equations (ODEs) of First Order (8 hours)

Introduction to first-order ordinary differential equations pertaining to the applications for Mechanical engineering.

Linear and Bernoulli's differential equations. Exact and reducible to exact differential equations- Integrating factors on $\frac{1}{N}\left(\frac{\partial M}{\partial y} - \frac{\partial N}{\partial x}\right)$ and $\frac{1}{M}\left(\frac{\partial N}{\partial x} - \frac{\partial M}{\partial y}\right)$. Orthogonal trajectories, Newton's law of cooling.

Nonlinear differential equations: Introduction to general and singular solutions, solvable for p only, Clairaut's equations, reducible to Clairaut's equations - Problems.

Self-Study: Applications of ODEs: L-R circuits. Solvable for x and y.

Applications: Rate of Growth or Decay, Conduction of heat.

(RBT Levels: L1, L2 and L3)

Module-4: Ordinary Differential Equations of Higher Order(8 hours)

Importance of higher-order ordinary differential equations in Mechanical engineering applications.

Higher-order linear ODEs with constant coefficients - Inverse differential operator, method of variation of parameters, Cauchy's and Legendre homogeneous differential equations - Problems.

Self-Study: Formulation and solution of oscillations of a spring. Finding the solution by the method of undetermined coefficients.

Applications: Applications to oscillations of a spring, Mechanical systems and Transmission lines.

(RBT Levels: L1, L2 and L3)

Module-5: Linear Algebra (8 hours)

Introduction of linear algebra related to Mechanical engineering applications.

Elementary row transformation of a matrix, Rank of a matrix. Consistency and solution of a system of linear equations - Gauss-elimination method, Gauss-Jordan method and approximate solution by Gauss-Seidel method. Eigenvalues and Eigenvectors, Rayleigh's power method to find the dominant Eigenvalue and Eigenvector.

Self-Study: Solution of a system of equations by Gauss-Jacobi iterative method. Inverse of a square matrix by Cayley- Hamilton theorem.

Applications of Linear Algebra: Network Analysis, Balancing equations.
(RBT Levels: L1, L2 and L3)

List of Laboratory experiments (2 hours/week per batch/ batch strength 15)

10 lab sessions + 1 repetition class + 1 Lab Assessment

1	2D plots for Cartesian and polar curves
2	Finding angle between polar curves, curvature and radius of curvature of a given curve
3	Finding partial derivatives and Jacobian
4	Applications to Maxima and Minima of two variables
5	Solution of first-order ordinary differential equation and plotting the solution curves
6	Solutions of Second-order ordinary differential equations with initial/ boundary conditions
7	Solution of differential equation of oscillations of spring with various load
8	Numerical solution of system of linear equations, test for consistency and graphical representation
9	Solution of system of linear equations using Gauss-Seidel iteration
10	Compute eigenvalues and eigenvectors and find the largest and smallest eigenvalue by Rayleigh power method.

Suggested software's: Mathematica/MatLab/Python/Scilab

Course outcome (Course Skill Set)

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

CO1	Apply the knowledge of calculus to solve problems related to polar curves.
CO2	Learn the notion of partial differentiation to compute rate of change of multivariate functions.
CO3	Analyze the solution of linear and non-linear ordinary differential equations.
CO4	make use of matrix theory for solving the system of linear equations and compute eigenvalues and eigenvectors.
CO5	familiarize with modern mathematical tools namely MATHEMATICA/ MATLAB/ PYTHON/ SCILAB

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). The minimum passing mark for the SEE is 35% of the maximum marks (18 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 total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation(CIE):

The CIE marks for the theory component of the IC shall be **30 marks** and for the laboratory component **20 Marks**.

CIE for the theory component of the IC

- Three Tests each of 20 Marks; after the completion of the syllabus of 35-40%, 65-70%, and 90-100% respectively.
- Two Assignments/two quizzes/ seminars/one field survey and report presentation/one-course project totalling 20 marks.

Total Marks scored (test + assignments) out of 80 shall be scaled down to **30 marks**

CIE for the practical component of the IC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The **15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted at the end of the semester.
- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test (**duration 03 hours**) at the end of the 15th week of the semester/after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to **05 marks**.

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IC/IPCC for **20 marks**.

- The minimum marks to be secured in CIE to appear for SEE shall be 12 (40% of maximum marks) in the theory component and 08 (40% of maximum marks) in the practical component. The laboratory component of the IC/IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included. The maximum of 05 questions is to be set from the practical component of IC/IPCC, the total marks of all questions should not be more than 25 marks.

The theory component of the IC shall be for both CIE and SEE.

Semester End Examination(SEE):

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

- The question paper shall be set for 100 marks. The medium of the question paper shall be English/Kannada). The duration of SEE is 03 hours.
- The question paper will have 10 questions. Two questions per module. Each question is set for 20 marks. The students have to answer 5 full questions, selecting one full question from each module. The student has to answer for 100 marks and **marks scored out of 100 shall be proportionally reduced to 50 marks**.
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

Suggested Learning Resources:

Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)

Text Books

1. **B. S. Grewal:** "Higher Engineering Mathematics", Khanna Publishers, 44thEd., 2021.
2. **E. Kreyszig:** "Advanced Engineering Mathematics", John Wiley & Sons, 10thEd., 2018.

Reference Books

1. **V. Ramana:** "Higher Engineering Mathematics" McGraw-Hill Education, 11th Ed., 2017
2. **Srimanta Pal & Subodh C.Bhunia:** "Engineering Mathematics" Oxford University Press, 3rd Ed., 2016.

3. **N.P Bali and Manish Goyal:** “A Textbook of Engineering Mathematics” Laxmi Publications, 10th Ed., 2022.
4. **C. Ray Wylie, Louis C. Barrett:** “Advanced Engineering Mathematics” McGraw – Hill Book Co., New York, 6th Ed., 2017.
5. **Gupta C.B, Sing S.R and Mukesh Kumar:** “Engineering Mathematic for Semester I and II”, Mc-Graw Hill Education(India) Pvt. Ltd 2015.
6. **H. K. Dass and Er. Rajnish Verma:** “Higher Engineering Mathematics” S. Chand Publication, 3rd Ed., 2014.
7. **James Stewart:** “Calculus” Cengage Publications, 7thEd., 2019.
8. **David C Lay:** “Linear Algebra and its Applications”, Pearson Publishers, 4th Ed., 2018.
9. **Gareth Williams:** “Linear Algebra with Applications”, Jones Bartlett Publishers Inc., 6th Ed., 2017.
10. **Gilbert Strang:** “Linear Algebra and its Applications”, Cengage Publications, 4th Ed., 2022.

Web links and Video Lectures (e-Resources):

- <http://nptel.ac.in/courses.php?disciplineID=111>
- [http://www.class-central.com/subject/math\(MOOCs\)](http://www.class-central.com/subject/math(MOOCs))
- <http://academicearth.org/>
- VTU e-Shikshana Program
- VTU EDUSAT Program

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

- Quizzes
- Assignments
- Seminar

COs and POs Mapping (Individual teacher has to fill up)

COs	POs						
	1	2	3	4	5	6	7
CO1							
CO2							
CO3							
CO4							
CO5							

Level 3- Highly Mapped, Level 2-Moderately Mapped, Level 1-Low Mapped, Level 0- Not Mapped

Mechanical Engineering and Allied branches(Chemistry group)

CourseTitle:	Applied Chemistry for Mechanical Engineering stream		
CourseCode:	BCHEM202/202	CIEMarks	50
Course Type(Theory/Practical/Integrated)	Integrated	SEEMarks	50
		Total Marks	100
TeachingHours/Week(L:T:P:S) ¹	2:2:2:0	Exam Hours	03
TotalHoursofPedagogy	40hoursTheory+1 0to12Labslots	Credits	04
Courseobjectives <ul style="list-style-type: none"> • Toenablestudentstoacquireknowledgeonprinciplesofchemistryforengineeringapplications. • Todevelopanintuitiveunderstandingofchemistrybyemphasizingtherelatedbranchesofengineering. • Toprovidestudentswithasolidfoundationinanalyticalreasoningrequiredtosolvesocietal problems. 			
Teaching-LearningProcess Thesearesamplestrategies,whichteachercanusetoacceleratetheattainmentofthevariouscourseoutcomesandmakeTeaching-Learningmoreeffective <ul style="list-style-type: none"> • Tutorial&remedialclassesforneedystudents(notregularT/R) • ConductingMakeupclasses/Bridgecoursesforneedystudents • Demonstrationofconceptseitherbybuildingmodelsorbyindustryvisit • Experimentsinlaboratoriesshallbeexecutedinblendedmode(conventionalornon-conventionalmethods) • UseofICT-Onlinevideos,onlinecourses • Useofonlineplatformsforassignments/Notes/Quizzes(Ex.Googleclassroom) 			
Module-1:Energy;Source,ConversionandStorage(8hr)			
Fuels: Introduction,calorificvalue,determinationofcalorificvalueusingbombcalorimeter, numericalproblemsonGCVandNCV. Greenfuels: Introduction,poweralcohol,synthesisandapplicationsofbiodiesel. High energy fuels: Production of hydrogen by electrolysis of water and its advantages. Energy devices: Introduction, construction, working, and applications of Photovoltaic cells,Li-ionbatteryandmethanol-oxygen fuelcell. Self-learning: Plasticrecyclingoffuelsandits monomersorotherusefulproducts.			
Module-2:CorrosionScienceandEngineering(8hr)			
Corrosion: Introduction,electrochemicaltheoryofcorrosion,typesofcorrosion-differential metal, differential aeration (waterline and pitting),stress corrosion (causticembrittlement). Corrosioncontrol: Metalcoating-galvanization,surfaceconversioncoating-anodizationand cathodic protection-sacrificial anode method. Corrosion testing by weight loss method.Corrosionpenetrationrate (CPR)-numericalproblems. Metalfinishing: Introduction,technologicalimportance.Electroplating:Introduction,			

1.NOTE:Whereverthecontacthoursarenotsufficient,tutorialhourscanbeconvertedto theoryhours.

Electroplating of chromium (hard and decorative). Electroless plating: Introduction, electroless plating of nickel.

Self-learning: Factors affecting the rate of corrosion, factors influencing the nature and quality of electrode deposit (Current density, concentration of metal ion, pH and temperature).

Module-3: Macromolecules for Engineering Applications (8hr)

Polymers: Introduction, methods of polymerization (Condensation and Free radical), molecular weight; number average and weight average, numerical problems. Synthesis, properties and industrial applications of polyvinyl chloride (PVC) and polystyrene.

Fibers: Introduction, synthesis, properties and industrial applications of Kevlar and Polyester.

Plastics: Introduction, synthesis, properties and industrial applications of poly(methyl methacrylate) (PMMA) and Teflon.

Composites: Introduction, properties and industrial applications of carbon-based reinforced composites (graphene/carbon nano-tubes as fillers) and metal matrix polymer composites.

Lubricants: Introduction, classification, properties and applications of lubricants.

Self-learning: Biodegradable polymer: Introduction, synthesis, properties and applications of polylactic acid (PLA).

Module-4: Phase Rule and Analytical Techniques (8hr)

Phase rule: Introduction, Definition of terms: phase, components, degree of freedom, phase rule equation. Phase diagram: Two component-lead-silver system.

Analytical techniques: Introduction, principle, instrumentation of potentiometric sensors; its application in the estimation of iron, Optical sensors (colorimetry); its application in the estimation of the copper, pH-sensor (Glass electrode); its application in the determination of pH of beverages.

Self-learning: Determination of viscosity of biofuel and its correlation with temperature.

Module-5: Materials for Engineering Applications (8hr)

Alloys: Introduction, classification, composition, properties and applications of Stainless Steel, Brass and Alnico.

Ceramics: Introduction, classification based on chemical composition, properties and applications of perovskites (CaTiO_3).

Nanochemistry: Introduction, size-dependent properties of nanomaterial (surface area, catalytic and thermal), synthesis of nanoparticles by sol-gel, and co-precipitation method. **Nanomaterials:** Introduction, properties and engineering applications of carbon nanotubes and graphene.

Self-learning: Abrasives: Introduction, classification, properties and applications of silicon carbide (carborundum).

PRACTICAL MODULE

A-Demonstration (any two) offline/virtual:

- A1. Synthesis of polyurethane
- A2. Preparation of urea formaldehyde resin
- A3. Synthesis of iron oxide nanoparticles
- A4. Determination of acid value of biofuel

B-Exercise (compulsorily any 4 to be conducted):

- B1. Conductometric estimation of acid mixture
 B2. Potentiometric estimation of FAS using $K_2Cr_2O_7$
 B3. Determination of pK_a of vinegar using pH sensor (Glass electrode)
 B4. Determination of rate of corrosion of mild steel by weight loss method
 B5. Estimation of total hardness of water by EDTA method

C-Structured Enquiry (compulsorily 4 to be conducted):

- C1. Estimation of Copper present in electroplating effluent by optical sensor (colorimetry)
 C2. Determination of Viscosity coefficient of lubricant (Ostwald's viscometer)
 C3. Estimation of iron in TMT bar by diphenyl amine/external indicator method
 C4. Estimation of Sodium present in soil/effluent sample using flame photometry
 C5. Determination of Chemical Oxygen Demand (COD) of industrial wastewater sample

D-Open Ended Experiments (any two):

- D1. Estimation of percentage of iron in steel
 D2. Electroplating of desired metal on substrate
 D3. Synthesis of biodiesel
 D4. Synthesis of Aluminium Oxide nanoparticle

Course outcome (Course Skill Set): At the end of the course, the student will be able to:

CO1.	Identify the terms and processes involved in scientific and engineering applications
CO2.	Explain the phenomena of chemistry to describe the methods of engineering processes
CO3.	Solve the problems in chemistry that are pertinent in engineering applications
CO4.	Apply the basic concepts of chemistry to explain the chemical properties and processes
CO5.	Analyze properties and processes associated with chemical substances in multidisciplinary situations

Assessment Details (both CIE and SEE)

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Continuous Internal Evaluation (CIE):

The CIE marks for the theory component of the IC shall be **30 marks** and for the laboratory component **20 Marks**.

CIE for the theory component of the IC

- Three Tests each of 20 Marks; after the completion of the syllabus of 35-40%, 65-70%, and 90-100% respectively.
- Two Assignments/two quizzes/ seminars/one field survey and report presentation/one-course project totalling 20 marks.

Total Marks scored (test + assignments) out of 80 shall be scaled down to **30 marks**

CIE for the practical component of the IC

- On completion of every experiment/program in the laboratory, the students shall be evaluated and marks shall be awarded on the same day. The **15 marks** are for conducting the experiment and preparation of the laboratory record, the other **05 marks shall be for the test** conducted

at the end of the semester.

- The CIE marks awarded in the case of the Practical component shall be based on the continuous evaluation of the laboratory report. Each experiment report can be evaluated for 10 marks. Marks of all experiments' write-ups are added and scaled down to 15 marks.
- The laboratory test (**duration 03 hours**) at the end of the 15th week of the semester /after completion of all the experiments (whichever is early) shall be conducted for 50 marks and scaled down to **05 marks**.

Scaled-down marks of write-up evaluations and tests added will be CIE marks for the laboratory component of IC/IPCC for **20 marks**.

- The minimum marks to be secured in CIE to appear for SEE shall be 12 (40% of maximum marks) in the theory component and 08 (40% of maximum marks) in the practical component. The laboratory component of the IC/IPCC shall be for CIE only. However, in SEE, the questions from the laboratory component shall be included. The maximum of 05 questions is to be set from the practical component of IC/IPCC, the total marks of all questions should not be more than 25 marks.

The theory component of the IC shall be for both CIE and SEE.

Semester End Examination(SEE):

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

- The question paper shall be set for 100 marks. The medium of the question paper shall be English/Kannada). The duration of SEE is 03 hours.
- The question paper will have 10 questions. Two questions per module. Each question is set for 20 marks. The students have to answer 5 full questions, selecting one full question from each module. The student has to answer for 100 marks and **marks scored out of 100 shall be proportionally reduced to 50 marks**.

There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

Suggested Learning Resources:

Books(TitleoftheBook/Nameoftheauthor/Nameofthepublisher/EditionandYear)

1. WileyEngineeringChemistry,WileyIndiaPvt.Ltd.NewDelhi,2013-2ndEdition.
2. EngineeringChemistry,Satyaprakash&ManishaAgrawal,KhannaBookPublishing,Delhi
3. ATextBookofEngg.Chemistry,ShashiChawla,DhanpatRai&Co.(P)Ltd.
4. EssentialsofPhysicalChemistry,Bahl&Tuli,S.ChandPublishing
5. AppliedChemistry,SunitaRattan,Kataria5.EngineeringChemistry,Baskar,Wiley
6. EngineeringChemistry-I,D.Groukrishana,VikasPublishing
7. ATextbookofEngineeringChemistry,SSDara&Dr.SSUmare,SChand&CompanyLtd., 12th Edition, 2011.
8. ATextBookofEngineeringChemistry,R.V.GadagandNityanandaShetty,I.K.InternationalPublishinghouse. 2ndEdition,2016.
9. TextBookofPolymerScience,F.W.Billmeyer,JohnWiley&Sons,4thEdition,1999.
10. NanotechnologyAChemicalApproachtoNanomaterials,G.A.Ozin&A.C.Arsenault,RSCPublishing,2005.
11. CorrosionEngineering,M.G.Fontana,N.D.Greene,McGrawHillPublications,NewYork,3rdEdition,1996.
12. Linden'sHandbookofBatteries,KirbyW.Beard,FifthEdition,McGrawHill,2019.
13. OLEDDisplayFundamentalsandApplications,TakatoshiTsujiMura,Wiley-Blackwell,2012
14. Supercapacitors:Materials,Systems,andApplications,MaxLu,FrancoisBeguine,ElzbietaFrackowiak,Wiley-VCH;1stedition,2013.
15. "HandbookonElectroplatingwithManufactureofElectrochemicals",ASIAPACIFICBUSINESSPRESS Inc., 2017. Dr.H. Panda,

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16. Expanding the Vision of Sensor Materials. National Research Council 1995, Washington, DC: The National Academies Press. doi:10.17226/4782.
17. Engineering Chemistry, Edited by Dr. Mahesh Band and Dr. Roopashree B, Sunstar Publisher, Bengaluru, ISBN 978-93-85155-70-3, 2022
18. High Performance Metallic Materials for Cost Sensitive Applications, F.H. Froes, et al. John Wiley & Sons, 2010
19. Instrumental Methods of Analysis, Dr. K.R. Mahadik and Dr. L. Sathiyarayanan, Nirali Prakashan, 2020
20. Principles of Instrumental Analysis, Douglas A. Skoog, F. James Holler, Stanley R. Crouch Seventh Edition, Cengage Learning, 2020
21. Polymer Science, VR Gowariker, NV Viswanathan, Jayadev, Sreedhar, Newage Int. Publishers, 4th Edition, 2021
22. Engineering Chemistry, PC Jain & Monica Jain, Dhanpat Rai Publication, 2015-16th Edition.
23. Nanostructured materials and nanotechnology, Hari Singh, Nalwa, academic press, 1st Edition, 2002.
24. Nanotechnology Principles and Practices, Sulabha Kulkarni, Capital Publishing Company, 3rd Edition 2014
25. Principles of nanotechnology, Phanikumar, Scitech publications, 2nd Edition, 2010.
26. Chemistry for Engineering Students, B.S. Jai Prakash, R. Venugopal, Sivakumaraiah & Pushpalyengar., Subash Publications, 5th Edition, 2014
27. "Engineering Chemistry", O.G. Palanna, Tata McGraw Hill Education Pvt. Ltd. New Delhi, Fourth Reprint, 2015.

Chemistry of Engineering materials, Malini S, KS Anantha Raju, CBS publishers Pvt Ltd.,

28. Laboratory Manual Engg. Chemistry, Anupma Rajput, Dhanpat Rai & Co.

Weblinks and Video Lectures (e-Resources):

- <http://libgen.rs/>
- <https://nptel.ac.in/downloads/122101001/>
- <https://nptel.ac.in/courses/104/103/104103019/>
- <https://ndl.iitkgp.ac.in/>
- <https://www.youtube.com/watch?v=faESCxAWR9k>
- <https://www.youtube.com/watch?v=TBqXMWaxZYM&list=PLYhmwFtznRhuz8L1bb3X-9lhHrDMiHwWb>

28. Laboratory Manual Engg. Chemistry, Anupma Rajput, Dhanpat Rai & Co.

28. Laboratory Manual Engg. Chemistry, Anupma Rajput, Dhanpat Rai & Co.

- <https://www.youtube.com/watch?v=X9GHBdyYcyo>
- <https://www.youtube.com/watch?v=1xWBPZnEjk8>
- <https://www.youtube.com/watch?v=wRAo-M8xBHM>

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

- <https://www.vlab.co.in/broad-area-chemical-sciences>
- <https://demonstrations.wolfram.com/topics.php>
- <https://interestingengineering.com/science>

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COsandPOsMapping(Individualteacherhastofillup)												
PO												
	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
C01	3	1	1				1					
C02	3	1	1				1					
C03	3	1	1				1					
C04	3	1	1				1					
C05	3	1	1				1					

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Course Title:	Computer Aided Engineering Drawing (Common to All)		
Course Code	BCEDK203/203	CIE Marks	50
Teaching Hour/Week (L:T:P:S)	2:0:2:0	SEE Marks	50
Total Hours of Teaching - Learning	40	Total Marks	100
Credits	03	Exam Hours	03
Course Learning Objectives: CLO1: To understand the basic principles and conventions of engineering drawing CLO2: To use drawing as a communication mode CLO3: To generate pictorial views using CAD software CLO4: To understand the development of surfaces CLO5: To visualize engineering components			
Teaching-Learning (General Instructions): <ul style="list-style-type: none"> • Students should be made aware of powerful engineering communication tool –Drawing. • Simple Case studies can be suitably selected by the teacher for hands on practice to induce the feel of fruitfulness of learning. • Appropriate Models, Power Point presentation, Charts, Videos, shall be used to enhance visualization before hands on practice. • For application problems use very generally available actual objects. (Example: For rectangular prism / object; matchbox, carton boxes, book, etc can be used. Similarly for other shapes) • Use any CAD software for generating orthographic and pictorial views. • Make use of sketch book with graph sheets for manual / preparatory sketching 			
Module-1			
Introduction: for CIE only Significance of Engineering drawing, BIS Conventions of Engineering Drawing, Free hand sketching of engineering drawing, Scales. Introduction to Computer Aided Drafting software, Co-ordinate system and reference planes HP, VP, RPP & LPP of 2D/3D environment. Selection of drawing sheet size and scale. Commands and creation of Lines, coordinate points, axes, polylines, square, rectangle, polygons, splines, circles, ellipse, text, move, copy, off-set, mirror, rotate, trim, extend, break, chamfer, fillet and curves. Orthographic Projections of Points, Lines and Planes: Introduction to Orthographic projections: Orthographic projections of points in 1 st and 3 rd quadrants. Orthographic projections of lines (Placed in First quadrant only). Orthographic projections of planes viz triangle, square, rectangle, pentagon, hexagon, and circular laminae (Placed in First quadrant only using change of position method). <i>Application on projections of Lines & Planes (For CIE only)</i>			
Module-2			
Orthographic Projection of Solids: Orthographic projection of right regular solids (Solids Resting on HP only): Prisms & Pyramids (triangle, square, rectangle, pentagon, hexagon), Cylinders, Cones, Cubes & Tetrahedron. <i>Projections of Frustum of cone and pyramids (For practice only, not for CIE and SEE).</i>			

Module-3
<p>Isometric Projections: Isometric scale, Isometric projection of hexahedron (cube), right regular prisms, pyramids, cylinders, cones and spheres. Isometric projection of combination of two simple solids.</p> <p>Conversion of simple isometric drawings into orthographic views. Problems on applications of Isometric projections of simple objects / engineering components.</p> <p><i>Introduction to drawing views using 3D environment (For CIE only).</i></p>
Module-4
<p>Development of Lateral Surfaces of Solids: Development of lateral surfaces of right regular prisms, cylinders, pyramids and cones resting with base on HP only. Development of lateral surfaces of their frustums and truncations. Problems on applications of development of lateral surfaces like funnels and trays.</p> <p><i>Problems on applications of development of lateral surfaces of transition pieces connecting circular duct and rectangular duct (For CIE Only)</i></p>
Module-5
<p>Multidisciplinary Applications & Practice (For CIE Only): Free hand Sketching; True free hand, Guided Free hand, Roads, Buildings, Utensils, Hand tools & Furniture's etc Drawing Simple Mechanisms; Bicycles, Tricycles, Gear trains, Ratchets, two-wheeler cart & Four-wheeler carts to dimensions etc Electric Wiring and lighting diagrams; Like, Automatic fire alarm, Call bell system, UPS system, Basic power distribution system using suitable software Basic Building Drawing; Like, Architectural floor plan, basic foundation drawing, steel structures- Frames, bridges, trusses using Auto CAD or suitable software, Electronics Engineering Drawings- Like, Simple Electronics Circuit Drawings, practice on layers concept. Graphs & Charts: Like, Column chart, Pie chart, Line charts, Gantt charts, etc. using Microsoft Excel or any suitable software.</p>
<p>Course Outcomes At the end of the course the student will be able to:</p> <ul style="list-style-type: none"> CO 1. Draw and communicate the objects with definite shape and dimensions CO 2. Recognize and Draw the shape and size of objects through different views CO 3. Develop the lateral surfaces of the object CO 4. Create a Drawing views using CAD software. CO 5. Identify the interdisciplinary engineering components or systems through its graphical representation.

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) and that for SEE minimum passing marks is 35% of the maximum marks (18 marks). 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 of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation (CIE)

- CIE shall be evaluated for max. marks of 100 and later the same shall be scaled-down to 50 marks as detailed below:
- CIE component should comprise of Continuous evaluation of Drawing work of students as and when the Modules are covered based on below detailed weightage.

Module	Max. Marks Weightage	Evaluation Weightage in marks	
		Computer display and print out (a)	Sketching (b)
Module 1	15	10	05
Module 2	20	15	05
Module 3	20	20	00
Module 4	20	20	00
Module 5	25	15	10
Total	100	80	20
Consideration of Class work	Total of [(a) + (b)] = 100 Scaled down to 30 Marks		

- At least one **Test** covering all the modules is to be conducted for 100 marks and evaluation to be based SEE pattern, and the same is to be scaled down to **20 Marks**.
- The final CIE = Class work marks + Test marks

Semester End Examination (SEE)

- SEE shall be conducted and evaluated for maximum marks 100. Marks obtained shall be accounted for SEE final marks, reducing it by 50%
- Question paper shall be set jointly by both Internal and External Examiner and made available for each batch as per schedule. ***Questions are to be set preferably from TextBooks.***
- **Related to Module-1:** One full question can be set either from “*points & lines*” or “*planes*”.
- Evaluation shall be carried jointly by both the examiners.
- Scheme of Evaluation: *To be defined by the examiners jointly and the same shall be submitted to the university along with question paper.*
- One full question shall be set from each of the Module from Modules 1,2,3 and 4 as per the below table weightage details. **However, the student may be awarded full marks, if he/she completes solution on computer display without sketch.**

Module	Max. Marks Weightage	Evaluation Weightage in marks	
		Computer display and print out (a)	Preparatory sketching (b)
Module 1	20	15	05
Module 2	30	25	05
Module 3	25	20	05
Module 4	25	20	05
Total	100	80	20
Consideration of SEE Marks		Total of (a) + (b) ÷ 2 = Final SEE marks	

Suggested Learning Resources:

Text Books

- *S.N. Lal, & T Madhusudhan*., Engineering Visulisation, 1st Edition, Cengage,Publication
- *Parthasarathy N. S., Vela Murali*, Engineering Drawing, Oxford University Press,2015.

Reference Books

- *Bhattacharya S. K.*, Electrical Engineering Drawing, New Age International publishers, second edition 1998, reprint2005.
- *Chris Schroder*, Printed Circuit Board Design using AutoCAD, Newnes,1997.
- *K S Sai Ram* Design of steel structures, , Third Edition byPearson
- *Nainan p kurian* Design of foundation systems, Narosapublications
- *A S Pabla*, Electrical power distribution, 6th edition, Tata Mcgrawhill
- *Bhatt, N.D.*, *Engineering Drawing: Plane and Solid Geometry*, 53rd edition, Charotar Publishing House Pvt. Limited, 2019.
- *K. R. Gopalakrishna, & Sudhir Gopalakrishna*: Textbook Of Computer Aided Engineering Drawing, 39th Edition, Subash Stores, Bangalore,2017

COs and POs Mapping (CO-PO mappings are only Indicative)

COs	POs											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1	3	2			3	1		1	1	3		2
CO2	3	2			3	1		1	1	3		2
CO3	3	2			3	1		1	1	3		2
CO4	3	3			3	1	1		1	3		1
CO5	3	2			3				1	3		2

Level 3- Highly Mapped, Level 2-Moderately Mapped, Level 1-Low Mapped, Level 0- Not Mapped

Course Title:	Introduction to Civil Engineering		
Course Code:	BESCK104A/204	CIE Marks	50
Course Type (Theory/Practical /Integrated)	Theory	SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P: S)	2:2:0:0	Exam Hours	03
Total Hours of Pedagogy	25 hrs Lecture+25 hrs Tutorial = 50 hrs	Credits	03
<p>Course objectives</p> <ul style="list-style-type: none"> • To make students learn the scope of various specializations of civil engineering. • To make students learn the concepts of sustainable infrastructure • To develop students' ability to analyse the problems involving forces, moments with their applications. • To develop the student's ability to find out the center of gravity and moment of inertia and their applications. • To make the students learn about kinematics 			
<p>Teaching-Learning Process</p> <p>These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> 1. Lecture method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes. 2. Arrange visits to nearby sites to give brief information about the Civil Engineering structures. 3. Show Video/animation films to explain the infrastructures and the mechanism involved in the principle. 4. Encourage collaborative (Group) Learning in the class. 5. Ask at least three HOT (Higher-order Thinking) questions in the class, which promotes critical thinking. 6. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it. 7. Topics will be introduced in multiple representations. 8. Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them. 9. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding. 10. Individual teachers can devise innovative pedagogy to improve teaching-learning. 			
Module-1 (10)			
<p>Civil Engineering Disciplines and Building Science</p> <p>Introduction to Civil Engineering: Surveying, Structural Engineering, Geotechnical Engineering, Hydraulics & Water Resources, Transportation Engineering, Environmental Engineering, Construction planning & Project management.</p> <p>Basic Materials of Construction: Bricks, Cement & mortars, Plain, Reinforced & Pre-stressed Concrete, Structural steel, Construction Chemicals.</p> <p>Structural elements of a building: foundation, plinth, lintel, chejja, Masonry wall, column, beam, slab and staircase</p>			
Module-2 (10)			
<p>Societal and Global Impact of Infrastructure</p> <p>Infrastructure: Introduction to sustainable development goals, Smart city concept, clean city concept,</p>			

<p>Safe city concept</p> <p>Environment: Water Supply and Sanitary systems, urban air pollution management, Solid waste management, identification of Landfill sites, urban flood control</p> <p>Built-environment: Energy efficient buildings, recycling, Temperature and Sound control in buildings, Security systems; Smart buildings.</p>	
Module-3(10)	
<p>Analysis of force systems: Concept of idealization, system of forces, principles of superposition and transmissibility, Resolution and composition of forces, Law of Parallelogram of forces, Resultant of concurrent and non-concurrent coplanar force systems, moment of forces, couple, Varignon's theorem, free body diagram, equations of equilibrium, equilibrium of concurrent and non-concurrent coplanar force systems</p>	
Module-4(10)	
<p>Centroid: Importance of centroid and centre of gravity, methods of determining the centroid, locating the centroid of plane laminae from first principles, centroid of built-up sections. Numerical examples</p>	
Module-5 (10)	
<p>Moment of inertia: Importance of Moment of Inertia, method of determining the second moment of area (moment of inertia) of plane sections from first principles, parallel axis theorem and perpendicular axis theorem, section modulus, radius of gyration, moment of inertia of built-up sections, Numerical Examples.</p>	
Course outcome (Course Skill Set)	
At the end of the course the student will be able to:	
C01	Understand the various disciplines of civil engineering
C02	Understand the infrastructure requirement for sustainable development
C03	Compute the resultant and equilibrium of force systems.
C04	Locate the centroid of plane and built-up sections
C05	Compute the moment of inertia of plane and built-up sections.

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). The minimum passing mark for the SEE is 35% of the maximum marks (18 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(CIE):

Three Tests each of 20 Marks;

- 1st, 2nd, and 3rd tests shall be conducted after completion of the syllabus of 30-35%, 70-75%, and 90-100% of the course/s respectively.
- Assignments/Seminar/quiz/group discussion /field survey & report presentation/ course project/Skill development activities, suitably planned to attain the COs and POs for a total of 40 Marks.

If the nature of the courses requires assignments/Seminars/Quizzes/group discussion two evaluation components shall be conducted. If course project/field survey/skill development activities etc then the evaluation method shall be one.

Total CIE marks (out of 100 marks) shall be scaled down to 50 marks

Semester End Examination(SEE):

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

- The question paper shall be set for 100 marks. The medium of the question paper shall be English). The duration of SEE is 03 hours.
- The question paper will have 10 questions. Two questions per module. Each question is set for 20 marks. The students have to answer 5 full questions, selecting one full question from each module. The student has to answer for 100 marks and **marks scored out of 100 shall be proportionally reduced to 50 marks.**
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions), **should have a mix of topics** under that module.

Suggested Learning Resources:

Text Books

1. Bansal R. K., Rakesh Ranjan Beohar and Ahmad Ali Khan, Basic Civil Engineering and Engineering Mechanics, 2015, Laxmi Publications.
2. Kolhapure B K, Elements of Civil Engineering and Engineering Mechanics, 2014, EBPB

Reference Books:

1. Beer F.P. and Johnston E. R., Mechanics for Engineers, Statics and Dynamics, 1987, McGraw Hill.
2. Irving H. Shames, Engineering Mechanics, 2019, Prentice-Hall.
3. Hibbler R. C., Engineering Mechanics: Principles of Statics and Dynamics, 2017, Pearson Press.
4. Timoshenko S, Young D. H., Rao J. V., Engineering Mechanics, 5th Edition, 2017, Pearson Press.

5. Bhavikatti S S, Engineering Mechanics, 2019, New Age International

6. Reddy Vijaykumar K and Suresh Kumar K, Engineering Mechanics, 2011, BS publication

Web links and Video Lectures (e-Resources):

- <https://www.youtube.com/watch?v=nGfVTNfNwnk&list=PLOSWwFV98rfKXq2KBphJz95rao7q8PpwT>
- <https://www.youtube.com/watch?v=nkg7VNW9Ucc&list=PLOSWwFV98rfKXq2KBphJz95rao7q8PpwT&index=2>
- <https://www.youtube.com/watch?v=ljDIIMvxeg&list=PLOSWwFV98rfKXq2KBphJz95rao7q8PpwT&index=5>
- <https://www.youtube.com/watch?v=VQRcChR9IkU&list=PLOSWwFV98rfKXq2KBphJz95rao7q8PpwT&index=18>
- <https://www.youtube.com/watch?v=3YBXteL-qY4>
- <https://www.youtube.com/watch?v=z95UW4wwzSc&list=PLOSWwFV98rfKXq2KBphJz95rao7q8PpwT&index=10>
- <https://www.youtube.com/watch?v=lheoBL2QaqU&list=PLOSWwFV98rfKXq2KBphJz95rao7q8PpwT&index=7>
- https://www.youtube.com/watch?v=atoP5_DeTPE
- <https://www.youtube.com/watch?v=ksmsp9OzAsI>
- <https://www.youtube.com/watch?v=x1ef048b3CE>
- https://www.youtube.com/watch?v=l_Nck-X49qc
- https://play.google.com/store/apps/details?id=appinventor.ai_jgarc322.Resultant_Force
- <https://www.youtube.com/watch?v=RIBeeW1DSZg>
- <https://www.youtube.com/watch?v=R8wKV0UQtlo>
- https://www.youtube.com/watch?v=0RZHHgL8m_A
- <https://www.youtube.com/watch?v=BlS5KnQOWkY>

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

- https://www.youtube.com/watch?v=Zrc_gB1YYS0
- <https://play.google.com/store/apps/details?id=vn.edu.best4u.com.bieudonoiluc>
- https://www.youtube.com/watch?v=Hn_iozUo9m4
- <https://play.google.com/store/apps/details?id=com.teobou>
- <https://www.youtube.com/watch?v=WOHRp3V-QA0>

COs and POs Mapping (Individual teacher has to fill up)

COs	POs											
	1	2	3	4	5	6	7	8	9	10	11	12
C01	1					1						
C02	1					1	1					
C03	2	3										
C04	2	3										
C05	2	3										

Level 3- Highly Mapped, Level 2-Moderately Mapped, Level 1-Low Mapped, Level 0- Not Mapped

Note: Depending on the assessment tool used, higher order POs can be identified by the concerned course instructor.

Course Title:	Introduction to Internet of Things (IOT)		
Course Code:	BETCK105H/205H	CIE Marks	50
Course Type (Theory/Practical /Integrated)	Theory	SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P: S)	3-0-0-0	Exam Hours	03
Total Hours of Pedagogy	40 hours	Credits	03
<p>Course objectives</p> <ul style="list-style-type: none"> • Understand about the fundamentals of Internet of Things and its building blocks along with their characteristics. • Understand the recent application domains of IoT in everyday life. • Gain insights about the current trends of Associated IOT technologists and IOT Analytics. 			
<p>Teaching-Learning Process</p> <p>These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.</p> <ol style="list-style-type: none"> 1. Lecturer method (L) need not to be only a traditional lecture method, but alternative effective teaching methods could be adopted to attain the outcomes. 2. Use of Video/Animation to explain functioning of various concepts. 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. Adopt Problem Based Learning (PBL), which fosters students' Analytical skills, develop design thinking skills such as the ability to design, evaluate, generalize, and analyze information rather than simply recall it. 6. Introduce Topics in manifold representations. 7. Show the different ways to solve the same problem with different circuits/logic and encourage the students to come up with their own creative ways to solve them. 8. Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding 9. Use any of these methods: Chalk and board, Active Learning, Case Studies 			
Module-1 (8 hours of pedagogy)			
<p>Basics of Networking: Introduction, Network Types, Layered network models</p> <p>Emergence of IoT: Introduction, Evolution of IoT, Enabling IoT and the Complex Interdependence of Technologies, IoT Networking Components</p> <p>Textbook 1: Chapter 1- 1.1 to 1.3 Chapter 4 – 4.1 to 4.4</p>			
Module-2 (8 hours of pedagogy)			
<p>IoT Sensing and Actuation: Introduction, Sensors, Sensor Characteristics, Sensorial Deviations, Sensing Types, Sensing Considerations, Actuators, Actuator Types, Actuator Characteristics.</p> <p>Textbook 1: Chapter 5 – 5.1 to 5.9</p>			
Module-3 (8 hours of pedagogy)			

IoT Processing Topologies and Types: Data Format, Importance of Processing in IoT, Processing Topologies, IoT Device Design and Selection Considerations, Processing Offloading.

Textbook 1: Chapter 6 – 6.1 to 6.5

Module-4 (8 ours of pedagogy)

ASSOCIATED IOT TECHNOLOGIES

Cloud Computing: Introduction, Virtualization, Cloud Models, Service-Level Agreement in Cloud Computing, Cloud Implementation, Sensor-Cloud: Sensors-as-a-Service.

IOT CASE STUDIES

Agricultural IoT – Introduction and Case Studies

Textbook 1: Chapter 10– 10.1 to 10.6; Chapter 12- 12.1-12.2

Module-5 (8 hours of pedagogy)

IOT CASE STUDIES AND FUTURE TRENDS

Vehicular IoT – Introduction

Healthcare IoT – Introduction, Case Studies

IoT Analytics – Introduction

Textbook 1: Chapter 13– 13.1; Chapter 14- 14.1-14.2; Chapter 17- 17.1

Course outcome (Course Skill Set)

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

CO1	Describe the evolution of IoT, IoT networking components, and addressing strategies in IoT.
CO2	Classify various sensing devices and actuator types.
CO3	Demonstrate the processing in IoT.
CO4	Explain Associated IOT Technologoes
CO5	Illustrate architecture of IOT Applications

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). The minimum passing mark for the SEE is 35% of the maximum marks (18 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(CIE):**Three Tests each of 20 Marks;**

- 1st, 2nd, and 3rd tests shall be conducted after completion of the syllabus of 30-35%, 70-75%, and 90-100% of the course/s respectively.
- Assignments/Seminar/quiz/group discussion /field survey & report presentation/ course project/Skill development activities, suitably planned to attain the COs and POs for a total of 40 Marks.

If the nature of the courses requires assignments/Seminars/Quizzes/group discussion two evaluation components shall be conducted. If course project/field survey/skill development activities etc then the evaluation method shall be one.

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- The question paper will have 10 questions. Two questions per module. Each question is set for 20 marks. The students have to answer 5 full questions, selecting one full question from each module. The student has to answer for 100 marks and **marks scored out of 100 shall be proportionally reduced to 50 marks.**
- There will be 2 questions from each module. Each of the two questions under a module (with a maximum of 3 sub-questions) **should have a mix of topics** under that module

Suggested Learning Resources:**Books (Title of the Book/Name of the author/Name of the publisher/Edition and Year)**

1. Sudip Misra, Anandarup Mukherjee, Arijit Roy, "Introduction to IoT", Cambridge University Press 2021.

Reference:

2. S. Misra, C. Roy, and A. Mukherjee, 2020. Introduction to Industrial Internet of Things and Industry 4.0. CRC Press.
3. Vijay Madiseti and Arshdeep Bahga, "Internet of Things (A Hands-on-Approach)", 1st Edition, VPT, 2014.
4. Francis daCosta, "Rethinking the Internet of Things: A Scalable Approach to Connecting Everything", 1st Edition, Apress Publications, 2013.

Web links and Video Lectures (e-Resources):

- 1. <https://nptel.ac.in/noc/courses/noc19/SEM1/noc19-cs31/>

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

- Demonstare a sensor based application
-

COs and POs Mapping (Individual teacher has to fill up)

COs	POs						
	1	2	3	4	5	6	7
C01							
C02							
C03							
C04							
C05							

Level 3- Highly Mapped, Level 2-Moderately Mapped, Level 1-Low Mapped, Level 0- Not Mapped

Communicative English

Course Title:	Communicative English		
Course Code:	BENGGK106-206	CIE Marks	50
Course Type (Theory/Practical /Integrated)	Theory	SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01
<p>Course objectives: The course Communicative English (22ENG16) will enable the students,</p> <ol style="list-style-type: none"> To know about Fundamentals of Communicative English and Communication Skills in general. To train to identify the nuances of phonetics, intonation and enhance pronunciation skills for better Communication skills. To impart basic English grammar and essentials of important language skills. To enhance with English vocabulary and language proficiency for better communication skills. To learn about Techniques of Information Transfer through presentation. 			
<p>Teaching-Learning Process : These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools and software’s to meet the present requirements of the Global employment market. (i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion, (vii) Following the method of expeditionary learning Tools and techniques, (viii) Use of audio visual methods through language Labs in teaching of LSRW skills. Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills in teaching of communicative skills in general.</p>			
<p>Language Lab : To augment LSRW, grammar and Vocabulary skills (Listening, Speaking, Reading, Writing and Grammar, Vocabulary) through tests, activities, exercises etc., comprehensive web-based learning and assessment systems can be referred as per the AICTE / VTU guidelines.</p>			
Module-1		(03 hours of pedagogy)	
<p>Introduction to Communicative English : Communicative English, Fundamentals of Communicative English, Process of Communication, Barriers to Effective Communicative English, Different styles and levels in Communicative English. Interpersonal and Intrapersonal Communication Skills.</p>			
Module-2		(03 hours of pedagogy)	
<p>Introduction to Phonetics : Phonetic Transcription, English Pronunciation, Pronunciation Guidelines to consonants and vowels, Sounds Mispronounced, Silent and Non silent Letters, Syllables and Structure. Word Accent, Stress Shift and Intonation, Spelling Rules and Words often Misspelt. Common Errors in Pronunciation.</p>			
Module-3		(03 hours of pedagogy)	
<p>Basic English Communicative Grammar and Vocabulary PART - I :Grammar: Basic English Grammar and Parts of Speech, Articles and Preposition. Question Tags, One Word Substitutes, Strong and Weak forms of words, Introduction to Vocabulary, All Types of Vocabulary – Exercises on it.</p>			
Module-4		(03 hours of pedagogy)	
<p>Basic English Communicative Grammar and Vocabulary PART - II: Words formation - Prefixes and Suffixes, Contractions and Abbreviations. Word Pairs (Minimal Pairs) – Exercises, Tense and Types of tenses, The Sequence of Tenses (Rules in use of Tenses) and Exercises on it.</p>			
Module-5		(03 hours of pedagogy)	
<p>Communication Skills for Employment :Information Transfer:Oral Presentation and its Practice. Difference between Extempore/Public Speaking, Communication Guidelines. Mother Tongue Influence (MTI), Various Techniques for Neutralization of Mother Tongue Influence. Reading and Listening Comprehensions – Exercises.</p>			

Course outcome (Course Skill Set)

At the end of the course Communicative English (22ENG16) the student will be able to:

CO1	Understand and apply the Fundamentals of Communication Skills in their communication skills.
CO2	Identify the nuances of phonetics, intonation and enhance pronunciation skills.
CO3	To impart basic English grammar and essentials of language skills as per present requirement.
CO4	Understand and use all types of English vocabulary and language proficiency.
CO5	Adopt the Techniques of Information Transfer through 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). The minimum passing mark for the SEE is 35% of the maximum marks (18 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(CIE):**Two Unit Tests each of 30 Marks (duration 01 hour)**

- First test after the completion of 30-40 % of the syllabus
- Second test after completion of 80-90% of the syllabus

One Improvement test before the closing of the academic term may be conducted if necessary. However best two tests out of three shall be taken into consideration

Two assignments each of 20 Marks

The teacher has to plan the assignments and get them completed by the students well before the closing of the term so that marks entry in the examination portal shall be done in time. Formative (Successive) Assessments include Assignments/Quizzes/Seminars/ Course projects/Field surveys/ Case studies/ Hands-on practice (experiments)/Group Discussions/ others.. The Teachers shall choose the types of assignments depending on the requirement of the course and plan to attain the Cos and POs. (to have a 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 /test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

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

Semester End Examinations (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). The time allotted for SEE is **01 hour**. The student must secure a minimum of 35% of the maximum marks for SEE.

Suggested Learning Resources:**Textbook:**

- 1) **Communication Skills** by Sanjay Kumar & Pushp Lata, Oxford University Press India Pvt Ltd - 2019.
- 2) **A Textbook of English Language Communication Skills**, (ISBN-978-81-955465-2-7), Published by Infinite Learning Solutions, Bengaluru - 2022.

Reference Books:

1. **Technical Communication** by Gajendra Singh Chauhan and Et al, (ISBN-978-93-5350-050-4), Cengage learning India Pvt Limited [Latest Revised Edition] - 2019.
2. **English for Engineers** by N.P.Sudharshana and C.Savitha, Cambridge University Press – 2018.
3. **English Language Communication Skills – Lab Manual cum Workbook**, Cengage learning India Pvt Limited [Latest Revised Edition] – (ISBN-978-93-86668-45-5), 2019.
4. **A Course in Technical English – D Praveen Sam, KN Shoba**, Cambridge University Press – 2020.
5. **Practical English Usage** by Michael Swan, Oxford University Press – 2016.

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

- ✓ Contents related activities (Activity-based discussions)
- ✓ For active participation of students instruct the students to prepare Flowcharts and Handouts
- ✓ Organising Group wise discussions Connecting to placement activities
- ✓ Quizzes and Discussions, Seminars and assignments

Theory - 01 Credit Course

ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ - ಕನ್ನಡ ಬಲ್ಲ ಮತ್ತು ಕನ್ನಡ ಮಾತೃಭಾಷೆಯ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ನಿಗದಿಪಡಿಸಿದ ಪಠ್ಯಕ್ರಮ

Course Title:	ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ		
Course Code:		CIE Marks	50
Course Type (Theory/Practical /Integrated)	BKSKK107-207	SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01
Course objectives : ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ ಪಠ್ಯ ಕಲಿಕೆಯ ಉದ್ದೇಶಗಳು:			
The course (22KSK17/27) will enable the students,			
<ol style="list-style-type: none"> 1. ವೃತ್ತಿಪರ ಪದವಿ ವಿದ್ಯಾರ್ಥಿಗಳಾಗಿರುವುದರಿಂದ ಕನ್ನಡ ಭಾಷೆ, ಸಾಹಿತ್ಯ ಮತ್ತು ಕನ್ನಡದ ಸಂಸ್ಕೃತಿಯ ಪರಿಚಯ ಮಾಡಿಕೊಡುವುದು. 2. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಧಾನ ಭಾಗವಾದ ಆಧುನಿಕ ಪೂರ್ವ ಮತ್ತು ಆಧುನಿಕ ಕಾವ್ಯಗಳನ್ನು ಸಾಂಕೇತಿಕವಾಗಿ ಪರಿಚಯಿಸುವುದು. 3. ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸಾಹಿತ್ಯ ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ಬಗ್ಗೆ ಅರಿವು ಹಾಗೂ ಆಸಕ್ತಿಯನ್ನು ಮೂಡಿಸುವುದು. 4. ತಾಂತ್ರಿಕ ವ್ಯಕ್ತಿಗಳ ಪರಿಚಯವನ್ನು ಹಾಗೂ ಅವರುಗಳ ಸಾಧಿಸಿದ ವಿಷಯಗಳನ್ನು ಪರಿಚಯಿಸುವುದು. 5. ಸಾಂಸ್ಕೃತಿಕ, ಜನಪದ ಹಾಗೂ ಪ್ರವಾಸ ಕಥನಗಳ ಪರಿಚಯ ಮಾಡಿಕೊಡುವುದು. 			
ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವ್ಯವಸ್ಥೆ (Teaching-Learning Process - General Instructions) :			
These are sample Strategies, which teacher can use to accelerate the attainment of the course outcomes.			
<ol style="list-style-type: none"> 1. ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡವನ್ನು ಬೋಧಿಸಲು ತರಗತಿಯಲ್ಲಿ ಶಿಕ್ಷಕರು ಪ್ರಸ್ತುತ ಪುಸ್ತಕ ಆಧಾರಿಸಿ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನವನ್ನು ಅನುಸರಿಸುವುದು. ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ತಯಾರಿಸಲು ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಪ್ರೇರೇಪಿಸುವುದು ಮತ್ತು ತರಗತಿಯಲ್ಲಿ ಅವುಗಳನ್ನು ಚರ್ಚಿಸಲು ಅವಕಾಶ ಮಾಡಿಕೊಡುವುದು. 2. ಇತ್ತೀಚಿನ ತಂತ್ರಜ್ಞಾನದ ಅನುಕೂಲಗಳನ್ನು ಬಳಸಿಕೊಳ್ಳುವುದು - ಅಂದರೆ ಕವಿ-ಕಾವ್ಯ ಪರಿಚಯದಲ್ಲಿ ಕವಿಗಳ ಚಿತ್ರಣ ಮತ್ತು ಲೇಖನಗಳು ಮತ್ತು ಕಥೆ ಕಾವ್ಯಗಳ ಮೂಲ ಅಂಶಗಳಿಗೆ ಸಂಬಂಧಪಟ್ಟ ಧ್ವನಿ ಚಿತ್ರಗಳು, ಸಂಭಾಷಣೆಗಳು, ಈಗಾಗಲೇ ಇತರ ವಿಮರ್ಶಕರು ಬರೆದಿರುವ ವಿಮರ್ಶಾತ್ಮಕ ವಿಷಯಗಳನ್ನು ಟಿಪಿಟಿ, ಡಿಜಿಟಲ್ ಮಾಧ್ಯಮಗಳ ಮುಖಾಂತರ ವಿಶ್ಲೇಷಿಸುವುದು. 3. ನವೀನ ಮಾದರಿಯ ಸಾಹಿತ್ಯ ಬೋಧನೆಗೆ ಸಂಬಂಧಪಟ್ಟ ವಿಧಾನಗಳನ್ನು ಶಿಕ್ಷಕರು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅನುಕೂಲವಾಗುವ ರೀತಿಯಲ್ಲಿ ಅಳವಡಿಸಿಕೊಳ್ಳಬಹುದು. 			
ಘಟಕ -1 ಕನ್ನಡ ಸಂಸ್ಕೃತಿ ಮತ್ತು ಭಾಷೆ ಕುರಿತಾದ ಲೇಖನಗಳು (03 hours of pedagogy)			
<ol style="list-style-type: none"> 1. ಕರ್ನಾಟಕ ಸಂಸ್ಕೃತಿ - ಹಂಪ ನಾಗರಾಜಯ್ಯ 2. ಕರ್ನಾಟಕದ ಏಕೀಕರಣ : ಒಂದು ಅಪೂರ್ವ ಚರಿತ್ರೆ - ಜಿ. ವೆಂಕಟಸುಬ್ಬಯ್ಯ 3. ಆಡಳಿತ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ - ಡಾ. ಎಲ್. ತಿಮ್ಮೇಶ ಮತ್ತು ಪ್ರೊ. ವಿ. ಕೇಶವಮೂರ್ತಿ 			
ಘಟಕ - 2 ಆಧುನಿಕ ಪೂರ್ವದ ಕಾವ್ಯ ಭಾಗ (03 hours of pedagogy)			
<ol style="list-style-type: none"> 1. ವಚನಗಳು : ಬಸವಣ್ಣ, ಅಕ್ಕಮಹಾದೇವಿ, ಅಲ್ಲಮಪ್ರಭು, ಆಯ್ಕಿ ಮಾರಯ್ಯ, ಜೇಡರದಾಸಿಮಯ್ಯ, ಆಯ್ಕಿ ಲಕ್ಕಮ್ಮ. 2. ಕೀರ್ತನೆಗಳು : ಅದರಿಂದೇನು ಫಲ ಇದರಿಂದೇನು ಫಲ - ಪುರಂದರದಾಸರು ತಲ್ಲಣಿಸಿದಿರು ಕಂಡ್ಯ ತಾಳು ಮನವೇ - ಕನಕದಾಸರು 3. ತತ್ವಪದಗಳು : ಸಾವಿರ ಕೊಡಗಳ ಸುಟ್ಟು - ಶಿಶುನಾಳ ಶರೀಫ 			
ಘಟಕ -3 ಆಧುನಿಕ ಕಾವ್ಯಭಾಗ (03 hours of pedagogy)			
<ol style="list-style-type: none"> 1. ಡಿವಿಜಿ ರವರ ಮಂಕುತಿಮ್ಮನ ಕಗ್ಗದಿಂದ ಅಯ್ಯ ಕೆಲವು ಭಾಗಗಳು 2. ಕುರುಡು ಕಾಂಚಾಣ : ದಾ.ರಾ. ಬೇಂದ್ರೆ 3. ಹೊಸಬಾಳಿನ ಗೀತೆ : ಕುವೆಂಪು 			
ಘಟಕ - 4 ತಾಂತ್ರಿಕ ವ್ಯಕ್ತಿಗಳ ಪರಿಚಯ (03 hours of pedagogy)			
<ol style="list-style-type: none"> 1. ಡಾ. ಸರ್. ಎಂ. ವಿಶ್ವೇಶ್ವರಯ್ಯ : ವ್ಯಕ್ತಿ ಮತ್ತು ಐತಿಹ್ಯ - ಎ. ಎನ್. ಮೂರ್ತಿರಾವ್ 2. ಕರಕುಶಲ ಕಲೆಗಳು ಮತ್ತು ಪರಂಪರೆಯ ವಿಜ್ಞಾನ : ಕರೀಗೌಡ ಬೀಚನಹಳ್ಳಿ 			
ಘಟಕ - 5 ಸಾಂಸ್ಕೃತಿಕ, ಜನಪದ ಕಥೆ ಮತ್ತು ಪ್ರವಾಸ ಕಥನ (03 hours of pedagogy)			
<ol style="list-style-type: none"> 1. ಯುಗಾದಿ : ವಸುಧೇಂದ್ರ 2. ಮೆಗಾನೆ ಎಂಬ ಗಿರಿಜನ ಪರ್ವತ : ಹಿ.ಚಿ. ಬೋರಲಿಂಗಯ್ಯ 			

Course outcome (Course Skill Set)

ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ (22KSK17/27) ಪಠ್ಯ ಕಲಿಕೆಯ ನಂತರ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ :

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

C01	ಕನ್ನಡ ಭಾಷೆ, ಸಾಹಿತ್ಯ ಮತ್ತು ಕನ್ನಡದ ಸಂಸ್ಕೃತಿಯ ಕುರಿತು ಅರಿವು ಮೂಡಿರುತ್ತದೆ.
C02	ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಧಾನ ಭಾಗವಾದ ಆಧುನಿಕ ಪೂರ್ವ ಮತ್ತು ಆಧುನಿಕ ಕಾವ್ಯಗಳನ್ನು ಸಾಂಕೇತಿಕವಾಗಿ ಕಲಿತು ಹೆಚ್ಚಿನ ಓದಿಗೆ ಮತ್ತು ಜ್ಞಾನಕ್ಕೆ ಸ್ಪೂರ್ತಿ ಮೂಡುತ್ತದೆ.
C03	ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸಾಹಿತ್ಯ ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ಬಗ್ಗೆ ಅರಿವು ಹಾಗೂ ಆಸಕ್ತಿಯನ್ನು ಹೆಚ್ಚಾಗುತ್ತದೆ.
C04	ತಾಂತ್ರಿಕ ವ್ಯಕ್ತಿಗಳ ಪರಿಚಯ ಹಾಗೂ ಅವರುಗಳ ಸಾಧಿಸಿದ ವಿಷಯಗಳನ್ನು ತಿಳಿದುಕೊಂಡು ನಾಡಿನ ಇನ್ನಿತರ ವ್ಯಕ್ತಿಗಳ ಬಗ್ಗೆ ತಿಳಿದುಕೊಳ್ಳಲು ಕೌತುಕತೆ ಹೆಚ್ಚಾಗುತ್ತದೆ.
C05	ಸಾಂಸ್ಕೃತಿಕ, ಜನಪದ ಹಾಗೂ ಪ್ರವಾಸ ಕಥನಗಳ ಪರಿಚಯ ಮಾಡಿಕೊಡುವುದು.

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). The minimum passing mark for the SEE is 35% of the maximum marks (18 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(CIE):**Two Unit Tests each of 30 Marks (duration 01 hour)**

- First test after the completion of 30-40 % of the syllabus
- Second test after completion of 80-90% of the syllabus

One Improvement test before the closing of the academic term may be conducted if necessary. However best two tests out of three shall be taken into consideration

Two assignments each of 20 Marks

The teacher has to plan the assignments and get them completed by the students well before the closing of the term so that marks entry in the examination portal shall be done in time. Formative (Successive) Assessments include Assignments/Quizzes/Seminars/ Course projects/Field surveys/ Case studies/ Hands-on practice (experiments)/Group Discussions/ others. The Teachers shall choose the types of assignments depending on the requirement of the course and plan to attain the Cos and POs. (to have a 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 /test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

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

Semester End Examinations (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). The time allotted for SEE is **01 hour**. The student must secure a minimum of 35% of the maximum marks for SEE.

University Prescribed Textbook :**ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ**

ಡಾ. ಹಿ.ಚಿ.ಬೋರಲಿಂಗಯ್ಯ ಮತ್ತು ಡಾ. ಎಲ್. ತಿಮ್ಮೇಶ,

ಪ್ರಕಟಣೆ : ಪ್ರಸಾರಾಂಗ,

ವಿಶ್ವೇಶ್ವರಯ್ಯ ತಾಂತ್ರಿಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ.

ಸೂಚನೆ :

1. ಹೆಚ್ಚಿನ ಮಾಹಿತಿ ಮತ್ತು ವಿವರಣೆಗಳಿಗೆ ಡಾ. ಎಲ್. ತಿಮ್ಮೇಶ (9900832331) ಇವರನ್ನು ಸಂಪರ್ಕಿಸಿ.
2. ಮಾದರಿ ಪ್ರಶ್ನೆಪತ್ರಿಕೆ, ಕೋರ್ಸ್ ಆಯ್ಕೆ ಮಾಹಿತಿ, ಅಧ್ಯಯನ ಸಾಮಗ್ರಿ & ಬಹು ಆಯ್ಕೆ ಮಾದರಿಯ ಪ್ರಶ್ನೆಗಳ ಕೈಪಿಡಿಗಾಗಿ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವೆಬ್ ಸೈಟ್ ನೋಡುವುದು.

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

- ✓ Contents related activities (Activity-based discussions)
- ✓ For active participation of students instruct the students to prepare Flowcharts and Handouts
- ✓ Organising Group wise discussions Connecting to placement activities
- ✓ Quizzes and Discussions, Seminars and assignments.

Theory - 01 Credit Course

ಬಳಕೆ ಕನ್ನಡ - baLake Kannada (Kannada for Usage)**ಕನ್ನಡ ಕಲಿಕೆಗಾಗಿ ನಿಗದಿಪಡಿಸಿದ ಪಠ್ಯಪುಸ್ತಕ - (Prescribed Textbook to Learn Kannada)**

Course Title:	ಬಳಕೆ ಕನ್ನಡ		
Course Code:	BKBKK107-207	CIE Marks	50
Course Type (Theory/Practical /Integrated)	Theory	SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01

Course objectives : ಬಳಕೆ ಕನ್ನಡ ಪಠ್ಯ ಕಲಿಕೆಯ ಉದ್ದೇಶಗಳು:

The course (22K**BK**17/27) will enable the students,

1. To Create the awareness regarding the necessity of learning local language for comfortable and healthy life.
2. To enable learners to Listen and understand the Kannada language properly.
3. To speak, read and write Kannada language as per requirement.
4. To train the learners for correct and polite conversation.
5. To know about Karnataka state and its language, literature and General information about this state.

ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವ್ಯವಸ್ಥೆ (Teaching-Learning Process - General Instructions) :

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

1. ಬಳಕೆ ಕನ್ನಡವನ್ನು ತರಗತಿಯಲ್ಲಿ ಶಿಕ್ಷಕರು ಬೋಧಿಸಲು ವಿಟಿಯು ಸೂಚಿಸಿರುವ ಪಠ್ಯಪುಸ್ತಕವನ್ನು ಉಪಯೋಗಿಸಬೇಕು.
2. ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ತಯಾರಿಸಲು ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಉತ್ತೇಜಿಸುವುದು ಮತ್ತು ತರಗತಿಯಲ್ಲಿ ಅವುಗಳನ್ನು ಚರ್ಚಿಸಲು ಅವಕಾಶ ಮಾಡಿಕೊಡುವುದು.
3. ಪ್ರತಿ ವಿದ್ಯಾರ್ಥಿ ಪುಸ್ತಕವನ್ನು ತರಗತಿಯಲ್ಲಿ ಬಳಸುವಂತೆ ನೋಡಿಕೊಳ್ಳುವುದು ಮತ್ತು ಪ್ರತಿ ಪಾಠ ಮತ್ತು ಪ್ರವಚನಗಳ ಮೂಲ ಅಂಶಗಳಿಗೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ಪೂರಕ ಚಟುವಟಿಕೆಗಳಿಗೆ ತೊಡಗಿಸತಕ್ಕದ್ದು.
4. ಡಿಜಿಟಲ್ ತಂತ್ರಜ್ಞಾನದ ಮುಖಾಂತರ ಇತ್ತೀಚೆಗೆ ಡಿಜಿಟಲೀಕರಣ ಗೊಂಡಿರುವ ಭಾಷೆ ಕಲಿಕೆಯ ವಿಧಾನಗಳನ್ನು ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ಮುಖಾಂತರ ಚರ್ಚಿಸಲು ಕ್ರಮಕೈಗೊಳ್ಳುವುದು. ಇದರಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ತರಗತಿಯಲ್ಲಿ ಹೆಚ್ಚು ಏಕಾಗ್ರತೆಯಿಂದ ಪಾಠ ಕೇಳಲು ಮತ್ತು ಅಧ್ಯಯನದಲ್ಲಿ ತೊಡಗಲು ಅನುಕೂಲವಾಗುತ್ತದೆ.
5. ಭಾಷಾಕಲಿಕೆಯ ಪ್ರಯೋಗಾಲಯದ ಮುಖಾಂತರ ಬಹುಬೇಗ ಕನ್ನಡ ಭಾಷೆಯನ್ನು ಕಲಿಯಲು ಅನುಕೂಲವಾಗುವಂತೆ ಕಾರ್ಯಚಟುವಟಿಕೆಗಳನ್ನು ಮತ್ತು ಕ್ರಿಯಾ ಯೋಜನೆಗಳನ್ನು ರೂಪಿಸುವುದು.

Module - 1**(03 hours of pedagogy)**

1. Introduction, Necessity of learning a local language. Methods to learn the Kannada language.
2. Easy learning of a Kannada Language: A few tips. Hints for correct and polite conversation, Listening and Speaking Activities, Key to Transcription
3. ವೈಯಕ್ತಿಕ, ಸ್ವಾಮ್ಯಸೂಚಕ/ಸಂಬಂಧಿತ ಸಾರ್ವನಾಮಗಳು ಮತ್ತು ಪ್ರಶ್ನಾರ್ಥಕ ಪದಗಳು - Personal Pronouns, Possessive Forms, Interrogative words

Module - 2	(03 hours of pedagogy)
<ol style="list-style-type: none"> 1. ನಾಮಪದಗಳ ಸಂಬಂಧಾರ್ಥಕ ರೂಪಗಳು, ಸಂದೇಹಾಸ್ಪದ ಪ್ರಶ್ನೆಗಳು ಮತ್ತು ಸಂಬಂಧವಾಚಕ ನಾಮಪದಗಳು - Possessive forms of nouns, dubitive question and Relative nouns 2. ಗುಣ, ಪರಿಮಾಣ ಮತ್ತು ವರ್ಣಬಣ್ಣ ವಿಶೇಷಣಗಳು, ಸಂಖ್ಯಾವಾಚಕಗಳು Qualitative, Quantitative and Colour Adjectives, Numerals 	
<ol style="list-style-type: none"> 3. ಕಾರಕ ರೂಪಗಳು ಮತ್ತು ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು -ಸಪ್ತಮಿ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯ - (ಆ, ಅದು, ಅವು, ಅಲ್ಲಿ) - Predictive Forms, Locative Case 	
Module - 3	(03 hours of pedagogy)
<ol style="list-style-type: none"> 1. ಚತುರ್ಥಿ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯದ ಬಳಕೆ ಮತ್ತು ಸಂಖ್ಯಾವಾಚಕಗಳು - Dative Cases, and Numerals 2. ಸಂಖ್ಯಾಗುಣವಾಚಕಗಳು ಮತ್ತು ಬಹುವಚನ ನಾಮರೂಪಗಳು - Ordinal numerals and Plural markers 3. ನ್ಯೂನ/ನಿಷೇಧಾರ್ಥಕ ಕ್ರಿಯಾಪದಗಳು & ವರ್ಣ ಗುಣವಾಚಕಗಳು - Defective/Negative Verbs & Colour Adjectives 	
Module- 4	(03 hours of pedagogy)
<ol style="list-style-type: none"> 1. ಅಪ್ಪಣೆ / ಒಪ್ಪಿಗೆ, ನಿರ್ದೇಶನ, ಪ್ರೋತ್ಸಾಹ ಮತ್ತು ಒತ್ತಾಯ ಆರ್ಥರೂಪ ಪದಗಳು ಮತ್ತು ವಾಕ್ಯಗಳು Permission, Commands, encouraging and Urging words (Imperative words and sentences) 2. ಸಾಮಾನ್ಯ ಸಂಭಾಷಣೆಗಳಲ್ಲಿ ದ್ವಿತೀಯ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು ಮತ್ತು ಸಂಭವನೀಯ ಪ್ರಕಾರಗಳು Accusative Cases and Potential Forms used in General Communication 	
<ol style="list-style-type: none"> 3. "ಇರು ಮತ್ತು ಇರಲ್ಲ" ಸಹಾಯಕ ಕ್ರಿಯಾಪದಗಳು, ಸಂಭಾವ್ಯಸೂಚಕ ಮತ್ತು ನಿಷೇಧಾರ್ಥಕ ಕ್ರಿಯಾ ಪದಗಳು - Helping Verbs "iru and iralla", Corresponding Future and Negation Verbs 4. ಹೋಲಿಕೆ (ತರತಮ), ಸಂಬಂಧ ಸೂಚಕ, ವಸ್ತು ಸೂಚಕ ಪ್ರತ್ಯಯಗಳು ಮತ್ತು ನಿಷೇಧಾರ್ಥಕ ಪದಗಳ ಬಳಕೆ- Comparative, Relationship, Identification and Negation Words 	
Module - 5	(03 hours of pedagogy)
<ol style="list-style-type: none"> 1. ಕಾಲ ಮತ್ತು ಸಮಯದ ಹಾಗೂ ಕ್ರಿಯಾಪದಗಳ ವಿವಿಧ ಪ್ರಕಾರಗಳು - Different types of Tense, Time and Verbs 2. ದ್, -ತ್, - ತು, - ಇತು, - ಆಗಿ, - ಅಲ್ಲ, - ಗ್, -ಕ್, ಇದೆ, ಕ್ರಿಯಾ ಪ್ರತ್ಯಯಗಳೊಂದಿಗೆ ಭೂತ, ಭವಿಷ್ಯತ್ ಮತ್ತು ವರ್ತಮಾನ ಕಾಲ ವಾಕ್ಯ ರಚನೆ - Formation of Past, Future and Present Tense Sentences with Verb Forms 	
<ol style="list-style-type: none"> 3. Kannada Vocabulary List :ಸಂಭಾಷಣೆಯಲ್ಲಿ ದಿನೋಪಯೋಗಿ ಕನ್ನಡ ಪದಗಳು -Kannada Words in Conversation 	

Course outcome (Course Skill Set)

ಬಳಕೆ ಕನ್ನಡ ಪಠ್ಯ ಕಲಿಕೆಯಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಆಗುವ ಅನುಕೂಲಗಳು ಮತ್ತು ಫಲಿತಾಂಶಗಳು:

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

C01	To understand the necessity of learning of local language for comfortable life.
C02	To speak, read and write Kannada language as per requirement.
C03	To communicate (converse) in Kannada language in their daily life with kannada speakers.
C04	To Listen and understand the Kannada language properly.
C05	To speak in polite conversation.

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). The minimum passing mark for the SEE is 35% of the maximum marks (18 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(CIE):

Two Unit Tests each of 30 Marks (duration 01 hour)

- First test after the completion of 30-40 % of the syllabus
- Second test after completion of 80-90% of the syllabus

One Improvement test before the closing of the academic term may be conducted if necessary. However best two tests out of three shall be taken into consideration

Two assignments each of 20 Marks

The teacher has to plan the assignments and get them completed by the students well before the closing of the term so that marks entry in the examination portal shall be done in time. Formative (Successive) Assessments include Assignments/Quizzes/Seminars/ Course projects/Field surveys/ Case studies/ Hands-on practice (experiments)/Group Discussions/ others.. The Teachers shall choose the types of assignments depending on the requirement of the course and plan to attain the Cos and POs. (to have a 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 /test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

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

Semester End Examinations (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). The time allotted for SEE is **01 hour**. The student must secure a minimum of 35% of the maximum marks for SEE.

University Prescribed Textbook :

ಬಳಕೆ ಕನ್ನಡ

ಡಾ. ಎಲ್. ತಿಮ್ಮೇಶ

ಪ್ರಕಟಣೆ : ಪ್ರಸಾರಾಂಗ,

ವಿಶ್ವೇಶ್ವರಯ್ಯ ತಾಂತ್ರಿಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ.

ಸೂಚನೆ :

1. ಹೆಚ್ಚಿನ ಮಾಹಿತಿ ಮತ್ತು ವಿವರಣೆಗಳಿಗೆ ಡಾ. ಎಲ್. ತಿಮ್ಮೇಶ (9900832331) ಇವರನ್ನು ಸಂಪರ್ಕಿಸಿ.
2. ಮಾದರಿ ಪ್ರಶ್ನೆಪತ್ರಿಕೆ, ಕೋರ್ಸ್ ಆಯ್ಕೆ ಮಾಹಿತಿ, ಅಧ್ಯಯನ ಸಾಮಗ್ರಿ & ಬಹು ಆಯ್ಕೆ ಮಾದರಿಯ ಪ್ರಶ್ನೆಗಳ ಕೈಪಿಡಿಗಾಗಿ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವೆಬ್ ಸೈಟ್ ನೋಡುವುದು.

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

- ✓ Contents related activities (Activity-based discussions)
- ✓ For active participation of students instruct the students to prepare Flowcharts and Handouts
- ✓ Organising Group wise discussions Connecting to placement activities
- ✓ Quizzes and Discussions,
- ✓ Seminars and assignments

Scientific Foundations of Health

Course Title:	Scientific Foundations of Health		
Course Code:	BSFHK158/258	CIE Marks	50
Course Type (Theory/Practical /Integrated)	Theory	SEE Marks	50
		Total Marks	100
Teaching Hours/Week (L:T:P: S)	1:0:0:0	Exam Hours	01 Theory
Total Hours of Pedagogy	15 hours	Credits	01

Course objectives

The course Scientific Foundations of Health (22SFH18/28) will enable the students,

1. To know about Health and wellness (and its Beliefs) & It's balance for positive mindset.
2. To Build the healthy lifestyles for good health for their better future.
3. To Create a Healthy and caring relationships to meet the requirements of good/social/positive life.
4. To learn about Avoiding risks and harmful habits in their campus and outside the campus for their bright future
5. To Prevent and fight against harmful diseases for good health through positive mindset

Teaching-Learning Process

These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching -Learning more effective:

Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools.

- (i) Direct instructional method (Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion, (vii) Following the method of expeditionary learning Tools and techniques, (viii) Use of audio visual methods.

Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills.

Module-1**(03 hours of pedagogy)**

Good Health & It's balance for positive mindset: Health -Importance of Health, Influencing factors of Health, Health beliefs, Advantages of good health, Health & Behavior, Health & Society, Health & family, Health & Personality, Psychological disorders-Methods to improve good psychological health, Changing health habits for good health.

Module-2**(03 hours of pedagogy)**

Building of healthy lifestyles for better future: Developing healthy diet for good health, Food & health, Nutritional guidelines for good health, Obesity & overweight disorders and its management, Eating disorders, Fitness components for health ~~Wellness and physical function~~ ~~How to avoid exercise injuries~~

Module-3**(03 hours of pedagogy)**

Creation of Healthy and caring relationships : Building communication skills, Friends and friendship - Education, the value of relationship and communication skills, Relationships for Better or worsening of life, understanding of basic instincts of life (more than a biology), Changing health behaviours through social engineering.

Module-4**(03 hours of pedagogy)**

Avoiding risks and harmful habits : Characteristics of health compromising behaviors, Recognizing and avoiding of addictions, How addiction develops, Types of addictions, influencing factors of addictions, Differences between addictive people and non addictive people & their behaviors. Effects of addictions Such as..., how to recovery from addictions.

Module-5**(03 hours of pedagogy)**

Preventing & fighting against diseases for good health: How to protect from different types of infections, How to reduce risks for good health, Reducing risks & coping with chronic conditions, Management of chronic illness for Quality of life, Health & Wellness of youth :a challenge for upcoming future, Measuring of health & wealth status.

Course outcome (Course Skill Set) :

At the end of the course Scientific Foundations of Health (22SFH18/28) the student will be able to:

CO1	To understand and analyse about Health and wellness (and its Beliefs) & Its balance for positive mindset.
CO2	Develop the healthy lifestyles for good health for their better future.
CO3	Build a Healthy and caring relationships to meet the requirements of good/social/positive life.
CO4	To learn about Avoiding risks and harmful habits in their campus and outside the campus for their bright future.
CO5	Prevent and fight against harmful diseases for good health through positive mindset.

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). The minimum passing mark for the SEE is 35% of the maximum marks (18 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(CIE) :**Two Unit Tests each of 30 Marks (duration 01 hour)**

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Two assignments each of 20 Marks

The teacher has to plan the assignments and get them completed by the students well before the closing of the term so that marks entry in the examination portal shall be done in time. Formative (Successive) Assessments include Assignments/Quizzes/Seminars/ Course projects/Field surveys/ Case studies/ Hands-on practice (experiments)/Group Discussions/ others.. The Teachers shall choose the types of assignments depending on the requirement of the course and plan to attain the Cos and POs. (to have a 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 /test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

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

Semester End Examinations (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). The time allotted for SEE is **01 hour**. The student must secure a minimum of 35% of the maximum marks for SEE.

Suggested Learning Resources:**Textbook:**

1. **"Scientific Foundations of Health" – Study Material Prepared by Dr. L Thimmesh, Published in VTU - University Website.**
2. **"Scientific Foundations of Health",** (ISBN-978-81-955465-6-5) published by Infinite Learning Solutions, Bangalore – 2022.
3. **Health Psychology - A Textbook, FOURTH EDITION** by Jane Ogden McGraw Hill Education (India) Private Limited - Open University Press.

Reference Books:

1. **Health Psychology** (Second edition) by Charles Abraham, Mark Conner, Fiona Jones and Daryl O'Connor – Published by Routledge 711 Third Avenue, New York, NY 10017.
2. **HEALTH PSYCHOLOGY (Ninth Edition)** by SHELLEY E. TAYLOR - University of California, Los Angeles, McGraw Hill Education (India) Private Limited - Open University Press.
3. **SWAYAM / NPTL/ MOOCS/ We blinks/ Internet sources/ YouTube videos** and other materials / notes.
4. **Scientific Foundations of Health (Health & Wellness) - General Books** published for university and colleges references by popular authors and published by the reputed publisher.

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

- ✓ Contents related activities (Activity-based discussions)
- ✓ For active participation of students instruct the students to prepare Flowcharts and Handouts
- ✓ Organising Group wise discussions Connecting to placement activities
- ✓ Quizzes and Discussions, Seminars and assignments