

Course Code :		1BHSA360M	Yoga-I	Semester :	III
L:T:P :		0:0:2		Course Type :	MC
Hours/Sem.	Practicle :	28Hrs		CIE Marks :	100
	Learning (TW+SL) :	0Hrs		SEE Marks :	00
	Exam :	02Hrs		Total Marks :	100
	Total Hrs. :	30Hrs		Credit :	00

Professional Competency:

Yoga enables an individual to understand, perform, demonstrate, and learn Yoga effectively and safely, contributing to holistic health, mental peace, and quality of life.

Course Outcomes:

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

CO1: Explain the meaning, aims, and objectives of Yoga and explain its relevance in daily life.

CO2: Perform and teach Suryanamaskar, demonstrating its correct sequence, technique, and explaining its physical and mental benefits.

CO3: Demonstrate various Asanas by name, including their significance, correct methods of practice, and associated benefits for overall well-being.

CO4: Demonstrate different types of Pranayama, detailing their names, procedures, safety precautions, and therapeutic uses.

UNIT-I

7Hrs.

Yoga, its meaning, definitions, origin, history and development.

Different schools of yoga, aims 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.

UNIT-II

7Hrs.

Difference between yogic and non yogic practices

Suryanamaskar- prayer ,meaning, need, importance and benefits of Suryanamaskar,

Practice of 12 count, 2 rounds.

UNIT-III

7Hrs.

Asana its meaning by name, different types of asana technique, precautionary measures and benefits of each asana

Sitting: 1.Padmasana 2.Vajrasana -Meaning ,Importance, Rules.

Standing: 1.Vrikshana 2. Trikonasana- Meaning ,Importance, Rules.

UNIT-IV

7Hrs.

Prone line: 1.Bhujangasana 2.Shalabhasana- Meaning ,Importance, Rules.

Supine line:1.Utthitadvipadasana 2.Ardhahalasana- It's meaning ,Importance, Rules & Practices session

Reference Books:

1.S.K.Kuppasta, 'Samagra yoga darshaini.'Publication :Vivekananda yoga vignana Kendra ,Bagalkot.2021

2.Ajitkumar, A., *"Yogapravesha in Kannada"*, Karnataka Yoga Publications, 1st Edition, 2012.

3.Iyengar, B. K. S., *"Light on Yoga"*, George Allen & Unwin Ltd., Revised Edition, 1966.

4.Gharote, M. L. and Ganguly, S. K., *"Teaching Methods for Yogic Practices"*, Kaivalyadhama S.M.Y.M. Samiti, 1st Edition, 1980.

5.SVYASA University, *"Yoga Instructor Course Handbook"*, SVYASA University, Edition, 2018.

6.Muthanna, Y., *"Yoga for Children – Step by Step"*, Prasara Publications, 1st Edition, 2015.

Web Links and Video Lectures:

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

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

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

Co Po Mapping

[illegible]

Course Code		:	1BHSB360M	National Service Scheme-I	Semester	:	III
L:T:P		:	0:0:2		Course Type	:	MC
Hours/Sem.	Practicle	:	28Hrs		CIE Marks	:	100
	Learning (TW+SL)	:	0Hrs		SEE Marks	:	00
	Exam	:	2Hrs		Total Marks	:	100
	Total Hrs.	:	30Hrs		Credit	:	00

Professional Competency:

After completing the course, students will be able to responsibly analyze societal and environmental challenges, design and implement sustainable and innovative solutions, contribute to community welfare, respond effectively to emergencies, and promote national integration and social harmony.

Course Outcomes:

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

CO1: Recognize and understand their roles and responsibilities towards society for its betterment.

CO2: Analyze environmental and societal issues and design effective and sustainable solutions.

CO3: Assess existing systems critically and propose practical, innovative solutions to promote sustainable development.

CO4: Plan and implement government-led or self-initiated projects efficiently for community and societal welfare

CO5: Develop the ability to respond to emergencies and natural disasters, while fostering national integration, social harmony, and unity.

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. Course instructor 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

Topics/Activities to be Covered

1. Organic farming, Indian Agriculture (Past, Present and Future)Connectivity for marketing.

2. Waste management–Public, Private and Govt organization,5R's.

3. Setting of the information imparting club for women leading to contribution in social and economic issues.

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 the individual to the concerned evaluation authority	Evaluation as per the rubrics Of scheme and syllabus by NSS officer
2.	Wastemanagement–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 the individual to the concerned evaluation	Evaluation as per the rubrics Of scheme and syllabus by NSS officer

					authority.	
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		Evaluation as per the rubrics Of scheme and syllabus by NSS officer

Plan of Action Execution of Activities For Each Semester

- 1.Practice Session Description
- 2.Lecture session by NSS Officer
- 3.Students Presentation on Topics
- 4.Presentation- 1,Selectionoftopic,PHASE-1
- 5.Commencement of activity and its progress-PHASE- 2
- 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 10minutes by each student At the end of semester with Report.
 - In every semester from 3rd semester to 6th semester, each student should carry out activities according to the scheme and syllabus.
 - At the end of every semester, student performance has to be evaluated by the NSS coordinator for the assigned activity progress and its completion.
 - Finally, in the 6th semester, a consolidated report of all activities from 3rd to 6th semester, compiled as per the instructions.

Assessment Details for CIE

Weightage	CIE– 100%	❏ Implementation strategies of the project (NSS work). ❏ The final report should be signed by the NSS Officer, the HoD, and the Principal. ❏ At last, the report should be evaluated by the NSS Officer of the institute. ❏ Finally, the consolidated marks sheet should be sent to the University and also made available during the LIC visit.
Presentation -1 Selection of topic,PHASE-1	15Marks	
Commencement of activity and its progress – PHASE-2	15Marks	
Case study–based assessment Individual performance	15Marks	
Sector-wise study and its consolidation	15Marks	
Video-based seminar for 10 minutes by each student at the end of the semester with report.	40Marks	
Total marks for the course in each semester	100Marks	

“The 100 marks CIE entry will be entered in the CIE marks portal at the end of each semester (3rd to 6th semester). The report and assessment copies should be maintained semester-wise and made available in the department.”

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

Reference Books:

- 1.NSS Cell, VTU Belagavi. (n.d.). *NSS course manual* (Edition unknown). Published by NSS Cell, VTU Belagavi.
2. Government of Karnataka, NSS Cell. (n.d.). *Activity reports and manual*. Government of Karnataka.
3. Government of India, NSS Cell. (n.d.). *Activity reports and manual*. Government of India.

Co Po Mapping

Course Outcomes	Programme Outcomes (POs)										
	1	2	3	4	5	6	7	8	9	10	11
CO1						1 WK 6		2	2	1	
CO2						3 WK 6		2	2	1	
CO3						1 WK6		2	2	1	
CO4			-			1 WK6		2	2	1	
CO5						1 WK 6		2	2	1	

Course Code :		1BHSC360M	Physical Education and Sports-I	Semester :	III
L:T:P :		0:0:2		Course Type :	MC
Hours/Sem.	Practical :	28Hrs		CIE Marks :	100
	Learning (TW+SL) :	0Hrs		SEE Marks :	00
	Exam :	2Hrs		Total Marks :	100
	Total Hrs. :	30Hrs		Credits :	00

Professional Competency:

After completing the course, students will be able to demonstrate physical fitness and sporting proficiency by correcting postural deformities, managing stress, performing aerobic exercises, and applying proper skills and techniques in games and athletic events while participating confidently in competitive sports.

Course Outcomes:

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

CO1: Understand the fundamental concepts and skills of Physical Education, Health, Nutrition and Fitness

CO2: Familiarization of health-related Exercises, Sports for overall growth and development

CO3: Create a foundation for the professionals in Physical Education and Sports

CO4: Participate in the competition at regional/state / national / international levels.

CO5: Create consciousness among the students on Health, Fitness and Wellness in developing and maintaining a healthy lifestyle.

CO6: Understand and practice of Traditional Games

UNIT-I

7Hrs.

1. Lifestyle
2. Health & Wellness
3. Pre-Fitness test.

UNIT-II

7Hrs.

General Fitness & Components of Fitness

1. Warming up (Free Hand exercises)
2. Strength–Push-up/ Pull-ups
3. Speed–30Mtr Dash

UNIT-III

7Hrs.

Specific games (Any one to be selected by the student)

Kabaddi–Hand touch, Toe Touch, Thigh Hold, Ankle hold and Bonus.

UNIT -IV

7Hrs.

BKHo-Kho–GivingKho,Single Chain,Pole dive,Pole turning,3-6Up.

Reference Books:

1. Bandopadhyay, K. (n.d.). *Sarir Siksha Parichay*. Classic Publishers.
2. Dharma, P. N. (n.d.). *Fundamentals of Track and Field*. Khel Sahitya Kendra.
3. Dubey, H. C. (n.d.). *Basketball*. Discovery Publishing House.
4. Jain, N. (n.d.). *Play and Learn Basketball*. Khel Sahitya Kendra.
5. Jain, R. (n.d.). *Play and Learn Cricket*. Khel Sahitya Kendra.
6. Kus, S. (n.d.). *Coaching Volleyball Successfully*. Human Kinetics.
7. Petipus, et al. (n.d.). *Athlete's Guide to Career Planning*. Human Kinetics.
8. Saha, A. K. (n.d.). *Sarir Siksher Ritiniti*. Rana Publishing House.
9. Thani, V. (n.d.). *Coaching Cricket*. Khel Sahitya Kendra.
10. Rachana, J. (n.d.). *Teach Yourself Basketball*. Sports Publication

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

Co- Po Mapping:

Course Outcomes	Programme Outcomes (POs)										
	1	2	3	4	5	6	7	8	9	10	11
CO1								2 WK6			
CO2								2 WK6			
CO3								2 WK6			
CO4			-					2 WK6			
CO5			-					2 WK6			
CO6			-					2 WK6			

Course Code :		1BHSD360M	Music-I	Semester :	III
L:T:P :		0:0:2		Course Type :	MC
Hours/Sem.	Practical :	28Hrs		CIE Marks :	100
	Learning (TW+SL) :	0Hrs		SEE Marks :	00
	Exam :	02Hrs		Total Marks :	100
	Total Hrs. :	30Hrs		Credit :	00

Professional Competency:

Demonstrate foundational professional competency in Indian music by applying knowledge of its historical evolution and core musical concepts such as Shruthi, Nada, Swara, Laya, Raga, Tala, and Mela in analysis, performance, and musical interpretation

Course Outcomes:

- CO1: **To understand the origin and evolution of the Indian music system** and trace its historical development and cultural significance.
- CO2: **To develop a foundational understanding of the core concepts of Indian music**, including Shruthi, Nada, Swara, Laya, Raga, Tala, and Mela, and their role in musical practice and performance.

Content

28Hrs.

Introduction: Contents of the curriculum intend to promote music as language to develop an analytical, Creative, and intuitive Understanding. For this the student must experience music through study and direct participation in improvisation and composition.

Origin of the Indian Music: Evolution of the Indian music system, Understanding of Shruthi, Nada, Swara, Laya, Raga, Tala, Mela.

Textbooks

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

Reference Books:

1. Lakshminarayana Subramaniam, Viji Subramaniam, “Classical Music of India: A Practical Guide”, Tranqueber 2018.
2. R. Rangaramanuja Ayyangar, “History of South Indian (Carnatic) Music”, Vipanci Charitable Trust; Third edition, 2019.
3. Ethel Rosenthal, “ The Story of Indian Music and Its Instruments: A Study of the Present and a Record of the Past”, Pilgrims Publishing, 2007.
4. Carnatic Music, National Institute of Open Schooling, 2019. 178" EC Proceedings dated 17.07.2024 2/2

Scheme and Assessment for the course

Sl.No.	Activity	Marks
1.	Participation of student in all the modules	25
2.	Quizzes–2,eachof15marks	25
3.	Final presentation / exhibition / Participation in competitions/ practical on specific tasks assigned to the students	50
Total		100

Co Po Mapping

Course Outcomes	Programme Outcomes (POs)										
	1	2	3	4	5	6	7	8	9	10	11
CO1						2					
CO2						2					

Course Code :		1BHSA424C	Universal Human Values-II	Semester :	IV
L:T:P :		1:0:0		Course Type :	UHV
Hours/Sem.	Teaching :	14Hrs		CIE Marks :	50
	Learning (TW+SL) :	13Hrs		SEE Marks :	50
	Exam :	3Hrs		Total Marks :	100
	Total Hrs. :	30Hrs		Credit :	01

Professional Competency:

After completing the course, students will be able to understand and apply value-based principles to achieve personal harmony, nurture ethical relationships, promote sustainable and responsible living in personal, social, and professional life.

Course Outcomes:

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

CO1: Understand the need and role of value education for holistic development

CO2: Differentiate between self and body, needs, and practice harmony within the human being.

CO3: Analyze relationship dynamics based on trust, respect, and justice within families and society.

CO4: Recognize harmony in nature and existence, and explore ethical practices and professional conduct within personal and professional contexts.

UNIT-I

3Hrs.

Introduction to Value Education

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

UNIT-II

4Hrs.

Harmony in the Human Being :

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, Program to ensure self-regulation and Health

UNIT-III

3Hrs.

Harmony in the Family and Society :

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

UNIT-IV

4Hrs.

Harmony in the Nature/Existence Implications of the Holistic Understanding – a Look at Professional Ethics :

Understanding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfillment among the Four Orders of Nature, Realizing Existence as Co-existence at All Levels, The Holistic Perception of Harmony in Existence.

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.

Reference Books:

1. Gaur R R, Asthana, R.G, Bagaria G P (2019). A Foundation Course in Human Values and Professional Ethics, 2nd Revised Edition, Excel Books, New Delhi,
2. R R Gaur, R Asthana, G, The Teacher's Manual for A Foundation Course in Human Values and Professional Ethics,
3. A Nagaraj, Jeevan Vidya: Ek Parichaya, Jeevan Vidya Prakashan, Amar kantak, 1999.
4. A.N. Tripathi, Human Values, New Age Intl. Publishers, New Delhi, 2004.
5. The Story of Stuff (Book).
6. Mohandas Karamchand Gandhi, The Story of My Experiments with Truth
7. E. F Schumacher Small is Beautiful .
8. Andrews Cecile, Slow is Beautiful
9. Kumarappa J C, Economy of Permanence
10. Pandit Sunderlal, Bharat Mein Angreji Raj
11. Dharampa I, Rediscovering India
12. Gandhi Mohandas K, Hind Swaraj or Indian Home Rule.
13. Maulana Abdul Kalam Azad : India Wins Freedom -
14. Romain Rolland (English) Vivekananda
15. Romain Rolland (English), Gandhi
16. Susan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
17. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
18. A Nagaraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
19. P L Dhar, R R Gaur, 1990, Science and Humanism, Commonwealth Publishers.
20. A N Tripathy, 2003, Human Values, New Age International Publishers.
21. Subhas Palekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) Krishi Tantra Shodh, Amravati.
22. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers, Oxford University Press
23. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
24. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
25. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

Web Links and Video Lectures:

Suggested Web Links:

1. Value Education websites,
2. <https://www.uhv.org.in/uhv-ii>,
3. <http://uhv.ac.in>,
4. <http://www.uptu.ac.in>
5. Story of Stuff,
6. <http://www.storyofstuff.com>
7. Al Gore, An Inconvenient Truth, Paramount Classics, USA
8. Charlie Chaplin, Modern Times, United Artists, USA
9. IIT Delhi, Modern Technology – the Untold Story
10. Gandhi A., Right Here Right Now, Cyclewala Productions
11. https://www.youtube.com/channel/UCQxWr5QB_eZUnwxSwxXEKQw
12. https://fdp-si.aicte-india.org/8dayUHV_download.php
13. <https://www.youtube.com/watch?v=8ovkLRYXijE>
14. <https://www.youtube.com/watch?v=OgdNx0X923I>
15. <https://www.youtube.com/watch?v=nGRcbRpvGoU>
16. <https://www.youtube.com/watch?v=sDxGXOGYEKM>

Co Po Mapping

Course Outcomes	Programme Outcomes (POs)										
	1	2	3	4	5	6	7	8	9	10	11
CO1							2 WK9				3
CO2						2 WK5&7					3
CO3					2 WK5&7					3	2 WK5&7
CO4					2 WK5&7					3	2 WK5&7

Course Code		:	1BHSA460M	Yoga-II	Semester	:	IV
L:T:P		:	0:0:2		Course Type	:	MC
Hours/Sem.	Practical	:	28Hrs		CIE Marks	:	100
	Learning (TW+SL)	:	0Hrs		SEE Marks	:	00
	Exam	:	2Hrs		Total Marks	:	100
	Total Hrs.	:	30Hrs		Credits	:	00

Professional Competency:

Yoga enables an individual to **understand, perform, demonstrate, and learn Yoga effectively and safely**, contributing to **holistic health, mental peace, and quality of life**.

Course Outcomes:

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

CO1: Explain the meaning, aims, and objectives of Yoga and explain its relevance in daily life.

CO2: Perform and Teach Suryanamaskar, demonstrating its correct sequence, technique, and explaining its physical and mental benefits.

CO3: Identify, Demonstrate, and Teach Various Asanas by name, including their significance, correct methods of practice, and associated benefits for overall well-being

CO4: Instruct and Explain Kapalabhati, including its purpose, technique, precautions, and health benefits
Teach Different Types of Pranayama, detailing their names, procedures, safety precautions, and therapeutic uses.

UNIT-I

7Hrs.

Patanjali's Ashtanga Yoga, its need and importance.

Yama : Ahimsa, satya, asteya, brahmacharya, aparigraha

Niyama : shoucha, santosh, tapa, svaadhyaya, Eshvarapranidhan

UNIT -II

7Hrs.

Suryanamaskar 12 counts- 4 rounds of practice Asana, benefits, Importance of Asana.

Asana its meaning by name, types, technique, precautionary measures and benefits of each asana

Sitting : 1. Sukhasana 2. Paschimottanasana- Meaning, Importances, Rules.

UNIT -III

7Hrs.

Asana its meaning by name, technique, precautionary measures and benefits of each asana

Standing Asana: 1. Ardhakati Chakrasana 2. Parshva Chakrasana- meaning, Importance, Rules.

Prone line: Dhanurasana- Its meaning, Importances, Rules.

Supine line: 1. Halasana 2. Karna Peedasana- Meaning, Importance, Rules.

UNIT -IV

7Hrs.

Meaning, importance and benefits of Kapalabhati. 40 strokes/min 3 rounds

Pranayam Meaning, Need, importance of Pranayama. Different types. technique, precautionary measures and benefits of each pranayama

Types of Pranayama : 1. Suryanuloma-Viloma 2. Chandranuloma-Viloma 3. Suryabhedana

4. Chandra Bhedana 5. Nadishodhana

Reference Books:

1. S.K. Kuppasta, 'Samagra yoga darshaini.' Publication : Vivekananda yoga vijnana Kendra, Bagalkot. 2021

2. Ajitkumar, A., "Yogapravesha in Kannada", Karnataka Yoga Publications, 1st Edition, 2012.

3. Iyengar, B. K. S., "Light on Yoga", George Allen & Unwin Ltd., Revised Edition, 1966.

4. Gharote, M. L. and Ganguly, S. K., "Teaching Methods for Yogic Practices", Kaivalyadhama S.M.Y.M. Samiti, 1st Edition, 1980.

5. SVYASA University, "Yoga Instructor Course Handbook", SVYASA University, Edition, 2018.

6. Muthanna, Y., "Yoga for Children – Step by Step", Prasaraanga Publications, 1st Edition, 2015.

Web Links and Video Lectures:

<https://youtu.be/KB-TYlgd1wE>
<https://youtu.be/aa-TG0Wg1Ls>

Scheme and Assessment for the course

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

Co Po Mapping

Course Outcomes	Programme Outcomes (POs)										
	1	2	3	4	5	6	7	8	9	10	11
CO1							2 WK 7				1
CO2							2 WK7				1
CO3							2 WK 7				1
CO4							2 WK7				1

Course Code		:	1BHSB460M	National Service Scheme-II	Semester	:	IV
L:T:P		:	0:0 :2		Course Type	:	MC
Hours/Sem.	Teaching	:	28Hrs		CIE Marks	:	100
	Learning (TW+SL)	:	0Hrs		SEE Marks	:	00
	Exam	:	2Hrs		Total Marks	:	100
	Total Hrs.	:	30Hrs		Credit	:	00

Professional Competency:

After completing the course, students will be able to responsibly analyze societal and environmental challenges, design and implement sustainable and innovative solutions, contribute to community welfare, respond effectively to emergencies, and promote national integration and social harmony.

Course Outcomes:

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

CO1: Recognize and understand their roles and responsibilities towards society for its betterment.

CO1: Analyze environmental and societal issues and design effective and sustainable solutions

CO1: Assess existing systems critically and propose practical, innovative solutions to promote sustainable development

CO1: Plan and implement government-led or self-initiated projects efficiently for community and societal welfare

CO1: Develop the ability to respond to emergencies and natural disasters, while fostering national integration, social harmony, and unity.

Topics/Activities to be Covered

Water conservation techniques – Role of different stakeholders – Implementation.

Preparing an actionable business proposal for enhancing village income and its approach for implementation.

Helping local schools to achieve good results and enhance their enrolment in higher, technical, and vocational education

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	Groupsize	Location	Activity execution	Reporting	Evaluation Of theTopic
1.	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.....	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
2.	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
3.	Helping local schools to achieve good results and enhance their enrolment in	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	Evaluation as per the rubrics Of scheme and syllabus by

	Higher/technical/vocational education.				to the concerned evaluation authority	NSS officer
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Plan of Action Execution of Activities For Each Semester

- 1.Practice Session Description**
 - 2.Lecture session by NSS Officer**
 - 3.Students Presentation on Topics**
 - 4.Presentation- 1,Selectionoftopic,PHASE-1**
 - 5.Commencement of activity and its progress-PHASE- 2**
 - 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 10minutes by each student At the end of semester with Report.**
-
- In every semester from 3rd semester to 6th semester, each student should carry out 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.**
 - Finally, in the 6th semester, a consolidated report of all activities from 3rd to 6th semester, compiled as per the instructions,**

Assessment Details for CIE

Weightage	CIE– 100%	• Implementation strategies of the project (NSS work). • The final report should be signed by the NSS Officer, the HoD, and the Principal. • At last, the report should be evaluated by the NSS Officer of the institute. • Finally, the consolidated marks sheet should be sent to the University and also made available during the LIC visit.
Presentation -1 Selection of topic,PHASE-1	15Marks	
Commencement of activity and its progress – PHASE-2	15Marks	
Case study–based assessment Individual performance	15Marks	
Sector-wise study and its consolidation	15Marks	
Video-based seminar for 10 minutes by each student at the end of the semester with report.	40Marks	
Total marks for the course in each semester	100Marks	

“The 100 marks CIE entry will be entered in the CIE marks portal at the end of each semester (3rd to 6th semester). The report and assessment copies should be maintained semester-wise and made available in the department.”

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

Reference Books:

- 1.NSS Cell, VTU Belagavi. (n.d.). *NSS course manual* (Edition unknown). Published by NSS Cell, VTU Belagavi.
2. Government of Karnataka, NSS Cell. (n.d.). *Activity reports and manual*. Government of Karnataka.
3. Government of India, NSS Cell. (n.d.). *Activity reports and manual*. Government of India.

Co Po Mapping

Course Outcomes	Programme Outcomes (POs)										
	1	2	3	4	5	6	7	8	9	10	11
CO1						1 WK5		2	2	1	
CO2						3 WK5		2	2	1	
CO3						1 WK5		2	2	1	
CO4			-			1 WK5		2	2	1	
CO5						1 WK5		2	2	1	

Course Code		:	1BHSC460M	Physical Education and Sports-II (Common to All Branches)	Semester	:	IV
L:T:P		:	0:0:2		Course Type	:	MC
Hours/Sem.	Teaching	:	28Hrs		CIE Marks	:	100
	Learning (TW+SL)	:	0Hrs		SEE Marks	:	00
	Exam	:	2Hrs		Total Marks	:	100
	Total Hrs.	:	30Hrs		Credit	:	00

Professional Competency:

After completing the course, students will be able to demonstrate physical fitness and sporting proficiency by correcting postural deformities, managing stress, performing aerobic exercises, and applying proper skills and techniques in games and athletic events while participating confidently in competitive sports.

Course Outcomes:

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

CO1: Understand the ethics and moral values in sports and athletics

CO2: Perform in the selected sports or athletics of student's choice.

CO3: Understand the roles and responsibilities of organisation and administration of sports and games.

UNIT-I

7Hrs.

Ethics in Sports

Moral Values in Sports and Games

UNIT -II

7Hrs.

Volley ball–Attack, Block, Service, Upper Hand Pass and Lower hand Pass.

UNIT -III

7Hrs.

Athletics (TrackEvents) –Any event as per availability of Ground

UNIT -IV

7Hrs.

Role of Organisation and administration

Reference Books:

1. Bandopadhyay, K. (n.d.). *Sarir Siksha Parichay*. Classic Publishers, Kolkata.
2. Dharma, P. N. (n.d.). *Fundamentals of Track and Field*. Khel Sahitya Kendra, New Delhi.
3. Dubey, H. C. (n.d.). *Basketball*. Discovery Publishing House, New Delhi.
4. Jain, N. (n.d.). *Play and Learn Basketball*. Khel Sahitya Kendra, New Delhi.
5. Jain, R. (n.d.). *Play and Learn Cricket*. Khel Sahitya Kendra, New Delhi.
6. Petipus, et al. (n.d.). *Athlete's Guide to Career Planning*. Human Kinetics.
7. Rachana Jain. (n.d.). *Teach Yourself Basketball*. Sports Publication.
8. Saha, A. K. (n.d.). *Sarir Siksher Ritiniti*. Rana Publishing House, Kalyani.
9. Thani, V. (n.d.). *Coaching Cricket*. Khel Sahitya Kendra, New Delhi.

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

Co Po Mapping

Course Outcomes	Program Outcomes (POs)										
	1	2	3	4	5	6	7	8	9	10	11
CO1						1 WK7		2			3
CO2						1 WK7		2			3
CO3						1 WK5		2			3
CO4			-			1 WK7		2			3
CO5			-			1 WK7		2			3

Course Code :		1BHSD460M	Music-II	Semester :	IV
L:T:P :		0:0:2		Course Type :	MC
Hours/Sem.	Practical :	28Hrs		CIE Marks :	100
	Learning (TW+SL) :	0Hrs		SEE Marks :	00
	Exam :	02Hrs		Total Marks :	100
	Total Hrs. :	30Hrs		Credit :	00

Professional Competency:

Demonstrate competency in understanding, analyzing, and interpreting Carnatic music compositions, notation systems, and the contributions of eminent composers to appreciate and apply the fundamentals of Carnatic music.

Course Outcomes:

- CO1: Explain the characteristics and structural features of major Carnatic music compositions such as Geethe, Jathi, Swara, Swarajathi, Varna, Krithi, and Thillana.
- CO2: Interpret and apply the Carnatic music notation system for reading and understanding musical compositions.
- CO3: Differentiate among various forms of Carnatic compositions based on their musical structure, purpose, and performance practice.
- CO4: Describe the life, contributions, and musical legacy of Purandara Dasa, Tyagaraja, and Mysore Vasudevacharya.

Content	28Hrs.
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Compositions: Introduction to the types of composition in Carnatic Music- Geethe, Jathi, Swara, Swarajathi, Varna, Krithi, and Thillana, Notation System.

Composers: Biography and contributions of Purandaradasa, Thyagaraja, Mysore Vasudevacharya.

Textbooks

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

Reference Books:

1. Lakshminarayana Subramaniam, Viji Subramaniam, "Classical Music of India: A Practical Guide", Tranqueber 2018.
 2. R. Rangaramanuja Ayyangar, "History of South Indian (Carnatic) Music", Vipanci Charitable Trust; Third edition, 2019.
 3. Ethel Rosenthal, "The Story of Indian Music and Its Instruments: A Study of the Present and a Record of the Past", Pilgrims Publishing, 2007.
 4. Carnatic Music, National Institute of Open Schooling, 2019.
- 178" EC Proceedings dated 17.07.2024 2/2

Scheme and Assessment for the course

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

Co Po Mapping

Course Outcomes	Programme Outcomes (POs)										
	1	2	3	4	5	6	7	8	9	10	11
CO1						2					
CO2						2					
CO3						2					
CO4			-			2					