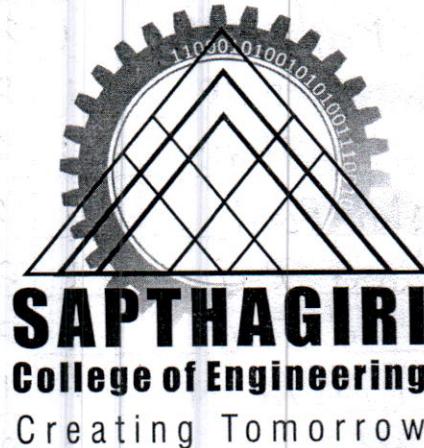


SAPTHAGIRI COLLEGE OF ENGINEERING

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ATTENDANCE REGISTER (THEORY)

Name of the Faculty :.....MANASA M. G.....

Department :.....ECE Department.....

Subject :.....UHV.....Sub code :.....BUH1408.....

Academic year :.....23-24.....ODD/EVEN :.....EVEN.....

Period : From :.....02/04/2024.....To :.....07/08/2024.....

Principal

Sapthagiri College of Engineering
Chikkasandra, Hesaraghatta Road,
Bangalore-560 057

Class : IV Sec : A Subject : UHV code : BUHK408

Sl. No	USN	NAME	24	8	15	22	29	5	12	19	3
			4	5	5	5	5	6	6	6	7
			1	2	3	4	5	6	7	8	9
1	22EC001	Akhilesh G. V.	A	1	2	3	4	5	A	6	7
2	002	Akhilesh Naik	1	A	2	3	4	5	A	6	7
3	003	Amith. p. M.	A	1	2	3	4	5	6	7	8
4	004	Anand Kumar S	1	2	3	4	5	6	7	8	9
5	005	Ananya M R	1	2	3	4	5	6	7	8	9
6	006	Anjali Tadhar	1	2	3	4	5	6	7	8	9
7	007	Anusha Rani	1	2	3	4	A	5	6	7	8
8	008	Archana Rai	1	2	3	4	5	6	7	8	9
9	009	Arif Attar	1	2	3	4	5	6	A	7	8
10	010	Ashok Krishna N	A	1	2	3	4	5	6	7	8
11	012	Ayisha	1	2	3	4	5	6	7	A	8
12	013	B. K. Vivek	1	2	3	4	5	6	7	8	9
13	014	B. N. Mayurath	1	2	3	4	A	5	6	7	8
14	015	B. p. Mahesh	1	2	3	4	A	5	6	7	8
15	016	Balasa Gowda	A	A	2	3	4	5	6	7	8
16	017	Bhavana. S	1	2	3	4	5	6	7	8	9
17	018	Bindu H. M.	1	2	3	4	5	6	7	8	9
18	019	Chandana B	1	2	3	4	5	6	7	8	9
19	020	Chethan H B	A	1	2	3	4	5	6	A	7
20	022	Chinthana D	1	2	3	4	5	6	7	8	9
21	023	Chitra I B	1	2	3	4	5	6	7	8	9
22	024	Darshan H	1	A	2	3	4	5	6	7	8
23	025	Darshan H K	A	1	2	3	4	5	6	7	8
24	026	Dhanraj Madave	1	2	3	4	A	5	6	A	7
25	027	Dhanesh	1	2	3	4	5	6	7	8	9
	Initial		H	H	H	H	H	H	H	H	H

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Class : IV Sec : A Subject : UHV code : BUHK40

Sl. No	USN	NAME	<u>24</u>	<u>8</u>	<u>15</u>	<u>22</u>	<u>29</u>	<u>5</u>	<u>12</u>	<u>19</u>	<u>26</u>
			4	5	5	5	5	6	6	6	7
			1	2	3	4	5	6	7	8	9
1	028	Dheeraj	A	1	2	3	4	5	6	7	8
2	029	Dineesh	A	A	1	2	3	4	5	6	7
3	030	Divya C	A	A	1	2	3	4	5	6	7
4	031	Divya Shree V	1	2	3	4	5	6	7	8	9
5	032	Druthi N R	1	2	3	4	5	6	7	8	9
6	033	Gaganraj T. R	1	A	A	2	3	4	5	6	7
7	034	Ganesh B. S	1	A	A	2	3	4	5	6	7
8	035	Harshith A	1	A	A	A	2	3	4	5	6
9	036	Harshitha M.	1	2	3	4	5	6	7	8	9
10	037	Harshitha R	1	A	2	3	4	5	6	7	8
11	038	Harshitha R	1	A	2	3	4	5	6	7	8
12	039	Hemanth Kumar	1	A	2	3	A	4	5	6	7
13	040	Hithashree A	1	A	A	2	3	4	5	6	7
14	041	Hithesh	A	1	2	3	4	5	6	7	8
15	042	Jayanth	A	A	1	2	3	4	5	6	7
16	043	Jeevan yadav	A	A	1	2	3	4	5	6	7
17	044	Karthik	A	1	2	3	4	5	6	7	8
18	045	Kavana A	1	2	A	3	4	5	6	7	8
19	046	Keerthana K	1	A	2	3	4	5	6	7	8
20	047	Keerthi Shree M	1	2	A	3	4	5	6	7	8
21	049	Kiran Gowda T	1	A	A	2	3	4	5	6	7
22	050	Kishan Kumar R	1	A	2	3	A	4	5	6	7
23	051	Kushal C S	A	A	1	2	3	4	5	6	7
24	052	Kushal N	A	A	1	2	3	4	5	6	7
25	053	Lakshmi R	A	1	2	3	A	4	5	6	7
	Initial		H	H	H	H	H	H	H	H	H

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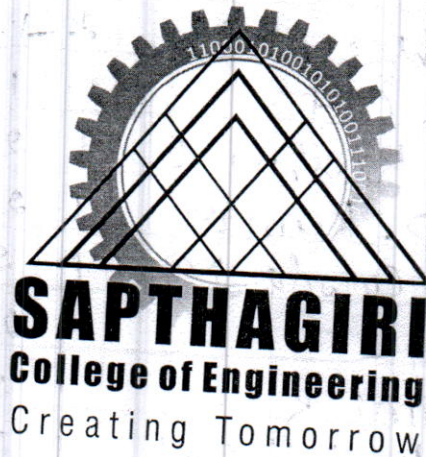
Class : IV Sec : A Subject : UHV code: B0HK403

Sl. No	USN	NAME	24/14	8/5	15/5	22/5	29/5	05/6	12/6	19/6	07/7
			1	2	3	4	5	6	7	8	9
1	054	M. K. Hemesh	A	1	2	3	4	5	6	7	8
2	055	Madhu	A	A	1	2	3	4	5	6	7
3	056	Mardhara	A	A	1	2	3	4	5	6	7
4	057	Manmohan	1	A	A	2	3	4	5	6	7
5	058	Manoj	A	A	1	2	3	4	5	6	7
6	059	Maneesh	A	A	1	2	3	4	5	6	7
7	060	Meghana	1	2	3	4	5	6	A	A	7
8	061	Mohith	1	A	A	2	3	4	5	6	7
9	062	Monisha	1	A	A	2	3	4	5	6	7
10	126	paal Rathan	A	A	1	2	3	4	5	6	7
11	23EC401	Girish. H	A	A	1	2	3	4	5	6	7
12	403	Hareesh. N	A	A	1	2	3	4	5	6	7
13	407	Megha	A	A	1	2	3	4	5	6	7
14	408	Pandian. K	A	A	1	2	3	4	5	6	7
15	410	Bhaskar. S	A	1	2	3	A	4	5	6	7
16	411	Yashas	A	A	1	2	3	4	5	6	7
17											
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25											
	Initial		A	A	A	A	A	A	A	A	A

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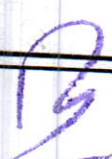
Name of the Faculty :.....Madhu.H.M.....

Department :.....ECE.....

Subject :.....VHV.....Sub code :.....B.VHK408.....

Academic year :.....23-24.....ODD/EVEN :.....EVEN.....

Period : From :.....22/4/24.....To :.....7/8/24.....


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Bangalore-560 057

Class : IV Sec : B Subject : VHV code: BV.H.K.402

Sl. No	USN	NAME	$\frac{27}{4}$	$\frac{4}{5}$	$\frac{11}{5}$	$\frac{18}{5}$	$\frac{1}{6}$	$\frac{8}{6}$	$\frac{15}{6}$	$\frac{22}{6}$	$\frac{29}{6}$
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1	18622E063	Mythri. G. S	A	1	2	3	4	5	A	6	7
2	64	Navya. K	1	2	3	A	4	5	A	6	7
3	65	Navya. M.	1	2	3	4	5	A	6	7	8
4	66	Navyashree. M. N.	A	1	2	3	4	5	6	7	8
5	67	Nayana. C. H	A	1	2	3	4	5	6	7	8
6	68	Neetha Krishna. L	1	2	A	3	4	5	A	6	7
7	69	Nidhi. P. Kumar	1	2	A	3	4	5	6	A	7
8	70	Nikhil Gowda. M	1	2	A	3	4	5	6	7	8
9	71	Pallavi. L	1	2	3	A	4	5	6	7	8
10	72	Panchami. R	1	2	3	A	4	5	A	6	7
11	73	Patel Armit Rajesh	1	2	3	4	5	6	A	A	7
12	74	Pavan Kumar J	1	A	2	3	4	5	6	7	8
13	75	Pavan R	1	A	A	2	3	4	5	6	7
14	76	Polaki Tanuigi	A	1	2	3	4	5	6	7	8
15	77	Pooja S	A	1	2	3	A	4	5	6	7
16	78	Pragwal. K	A	1	2	3	4	5	A	6	7
17	79	Prasad Helemath	1	A	2	3	A	4	5	6	7
18	80	Prashanth. R	1	2	3	A	4	5	A	6	7
19	81	Preethe. K.	A	1	2	3	4	A	5	6	7
20	82	Preethe. P. Kulkarni	1	2	3	A	4	5	6	A	7
21	83	Pritya. K	A	1	2	3	A	4	5	6	7
22	84	Rachana. M	1	2	3	4	A	5	6	A	7
23	85	Ramiksha. C. Shetty	1	2	3	4	5	6	7	8	9
24	86	Ranya. P. D	1	2	3	4	5	6	7	8	9
25	87	Ranya S	1	A	2	3	4	5	A	6	7
	Initial		@	@	@	@	@	@	@	@	@

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13/2	20/2	22/2	3/8								
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8	9	10	11								
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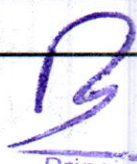
Test Marks				Assignment	Final CIE	Exam Marks
T1	T2	T3	T Avg			
23	AB	22	23	25	48	33
23	20	20	22	22	44	28
24	24	21	24	23	47	38
25	23	AB	24	23	47	33
25	25	AB	25	25	50	34
24	25	AB	25	25	50	33
25	24	25	25	21	46	27
23	24	AB	24	25	49	28
24	25	AB	25	25	50	36
23	25	AB	24	24	48	34
23	23	AB	23	25	48	30
AB	24	20	22	21	43	29
23	25	25	25	24	48	27
23	24	AB	24	24	48	34
22	24	AB	23	20	43	32
15	25	21	24	25	49	44
8	25	23	24	25	49	22
25	20	25	25	23	48	27
10	24	22	23	25	48	30
12	25	24	24	24	48	34
25	25	AB	25	25	50	37
24	25	25	25	20	44	32
24	25	25	25	25	50	32
25	24	25	25	25	50	44
17	23	24	25	25	50	27
(H)	(H)	(H)	(H)	(H)	(H)	(H)

Class : IV Sec : B Subject : UV code: BUHK408

Sl. No	USN	NAME	$\frac{27}{4}$	$\frac{4}{5}$	$\frac{11}{5}$	$\frac{18}{5}$	$\frac{1}{6}$	$\frac{8}{6}$	$\frac{15}{6}$	$\frac{22}{6}$	$\frac{29}{6}$
			1	2	3	4	5	6	7	8	9
1	88	Rashmitha. J	1	2	3	4	5	6	7	8	9
2	89	Raupkiran. T	1	A	2	A	3	4	5	6	7
3	90	S. Sujith	1	A	2	A	3	4	5	6	7
4	91	Sahana. M	1	2	3	A	4	5	A	6	7
5	92	Sahana. P	1	2	3	4	5	6	7	8	9
6	93	Sandhya. N.R	1	2	3	A	4	5	6	A	7
7	94	Panjana. C	1	2	3	A	4	5	6	A	7
8	95	Sannidhi. S. Shetty	1	2	3	4	5	6	7	8	9
9	96	Savetha. V	1	2	3	4	5	6	7	8	9
10	97	Shamala. S	1	2	3	4	5	6	7	8	9
11	98	Shashank. H. S	1	A	2	3	A	4	5	6	7
12	99	Shashank. K. S	1	A	2	3	A	4	5	6	7
13	100	Shashank. M. S	1	2	3	4	A	5	6	7	8
14	101	Shashank. N	1	A	2	3	A	4	5	6	7
15	102	Shashank. R	1	A	2	3	A	4	5	6	7
16	103	Shivani	1	2	3	4	5	6	7	8	9
17	104	Shrisha. I. Yamanappa. V	1	A	2	3	A	4	5	6	7
18	105	Shweta. Kongh	1	A	2	3	4	5	A	6	7
19	106	Shwetha. K	1	A	2	3	4	5	A	6	7
20	107	Shwetha. V	1	2	3	A	4	5	A	6	7
21	108	Soujanya. P	1	A	2	3	A	4	5	6	7
22	109	Sudeep. H. M	1	A	2	3	A	4	5	6	7
23	110	Sudeep. R. Medaga	1	2	3	4	5	6	7	8	9
24	112	T. S. Anvitha	1	2	3	4	5	6	7	8	9
25	113	Thanuja. K. P	1	A	2	3	A	4	5	6	7
	Initial		(M)	(H)	(H)	(R)	(M)	(M)	(R)	(R)	(M)

Class : IV Sec : B Subject : UVV code : BVHK408

Sl. No	USN	NAME	$\frac{27}{4}$	$\frac{4}{5}$	$\frac{11}{5}$	$\frac{18}{5}$	$\frac{1}{6}$	$\frac{8}{6}$	$\frac{15}{6}$	$\frac{22}{6}$	$\frac{29}{6}$
			1	2	3	4	5	6	7	8	9
1	114	Thilak. T	1	2	3	4	A	5	6	7	8
2	115	U.S. Srujana	1	A	2	3	4	A	5	6	7
3	116	Varshini. R	A	1	2	3	4	5	6	7	8
4	117	Veena. H. V	1	2	3	4	A	5	6	7	8
5	118	Venkata Lakshmi. B.R	1	A	2	3	4	5	6	7	8
6	119	Vedya C.N	1	A	2	3	4	5	6	7	8
7	120	Vikas. N	1	2	3	A	4	5	6	7	8
8	121	Venutha. K. N	1	A	2	3	4	5	6	7	8
9	122	Vishal Vinayak kulkarni	1	A	A	2	3	4	5	6	7
10	123	Yashaswini. G	1	A	2	3	4	5	6	7	8
11	124	Yashaswini. T	1	2	A	3	4	5	6	7	8
12	125	Yogesh. V.T	1	A	2	3	4	5	6	7	8
13	^{13th} 23E1400	G. Vinod Kumar	1	A	2	3	A	4	5	6	7
14	402	Harish. M. k	1	A	A	2	3	4	5	6	7
15	404	Harsha. M. A	1	2	3	4	5	6	7	8	9
16	405	Hemanth. R	1	2	A	A	3	4	5	6	7
17	406	Kaalyanna	1	2	3	A	4	5	A	6	7
18	409	Reetha. K	1	2	3	A	A	4	5	6	7
19											
20											
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24											
25											
	Initial		(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)	(H)



Principal

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

Course objectives:

This course is intended to:

- To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.
- To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.
- To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature.
- This course is intended to provide a much-needed orientation input in value education to the young enquiring minds.

Teaching-Learning Process (General Instructions)

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

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

Module-1**Introduction to Value Education****(3 hours)**

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

Module-2

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

Assessment Details (both CIE and SEE)

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

Continuous internal Examination (CIE)

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

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

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

Semester End Examinations (SEE)

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

Suggested Learning Resources:

Books for READING:

Text Book and Teachers Manual

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

Reference Books

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

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

Web links and Video Lectures (e-Resources):

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



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DEPARTMENT OF ELECTRONICS AND COMMUNICATION ENGINEERING LESSON PLAN FOR THE ACADEMIC YEAR 2023-2024 (EVEN SEM.) (Faculty)

Course	UNIVERSAL HUMAN VALUES-II: UNDERSTANDING HARMONY and ETHICAL HUMAN CONDUCT				Course code		BUHY403
Faculty	MANASA M G				Semester & Section		IV/A
Core / Elective	Contact Hours / week			Total Hours	Assessment		Credits
	L	T	P	20	CIE	SEE	1
	2	0	0		50	50	
Prerequisite							

Course Objectives

1	To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.
2	To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.
3	To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature.

Syllabus

MODULE 1- Introduction to Value Education (4 hours)

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

MODULE 2- Harmony in the Human Being (4 hours)

Understanding Human being as the Co-existence of the Self and the Body, Distinguishing between the Needs of the Self and the Body, The Body as an Instrument of the Self, Understanding Harmony in the Self, Harmony of the Self with the Body, Programme to ensure self-regulation and Healths.

MODULE 3- Harmony in the Family and Society (4 hours)

Harmony in the Family – the Basic Unit of Human Interaction, 'Trust' – the Foundational Value in Relationship, 'Respect' – as the Right Evaluation, Other Feelings, Justice in Human-to-Human Relationship, Understanding Harmony in the Society, Vision for the Universal Human Order

MODULE 4- Harmony in the Nature/Existence (4 hours)

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

MODULE 5- Implications of the Holistic Understanding – a Look at Professional Ethics (4 hours)

Natural Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order, Competence in Professional Ethics Holistic Technologies, Production Systems and Management Models-Typical Case Studies, Strategies for Transition towards Value-based Life and Profession.

Suggested Learning Resources:

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

Course outcomes

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

CO1	Become more aware of themselves, and their surroundings (family, society, nature)
CO2	Become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.
CO3	Have better critical ability.
CO4	Become sensitive to their commitment towards what they have understood (human values, human relationship and human society).
CO5	Apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.

PROGRAMME OUTCOMES (PO)

Graduation students of **Bachelor of Electrical and Electronics Engineering** program at **Sapthagiri College of Engineering** will attain the following program outcomes in the field of **Electrical and Electronics Engineering**.

PROGRAM OUTCOMES	
PO1	Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
PO2	Problem analysis: Identify, formulate, research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
PO3	Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
PO4	Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
PO5	Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modelling to complex engineering activities with an understanding of the limitations.
PO6	The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
PO7	Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
PO8	Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
PO9	Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
PO10	Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
PO11	Project management and finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
PO12	Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

PROGRAMME SPECIFIC OUTCOMES (PSO)

Graduation students of **Bachelor of Electrical and Electronics Engineering** program at **Sapthagiri College of Engineering** will attain the following program specific outcomes in the field of **Electrical and Electronics Engineering** at the time of graduation.

PROGRAM SPECIFIC OUTCOMES	
PSO1	Apply fundamental knowledge to identify, formulate, design and investigate various problems of Electrical Machines, Power Electronics, Microcontroller, Control System, Power System and High Voltage Engineering.
PSO2	Apply modern software tools for design, simulation and analysis of electrical and electronics systems, engage in lifelong learning and to successfully adapt in multidisciplinary environments.
PSO3	Solve ethically and professionally various Electrical and Electronics Engineering problems in societal and environmental context.


CO-PO-PSO Mapping:


Mapping of Course outcomes, Program Objectives and Program specific outcomes															
Note: 1 = Slight 2 = Moderate 3 = Strong															
Course Outcomes	Program Outcomes												PSOs		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	3	-	-	-	-	-	-	-	-	-	3	3	-	2
CO2	2	3	3	-	-	-	-	-	-	-	-	2	2	-	2
CO3	2	2	3	-	-	-	-	-	-	-	-	2	2	-	2
CO4	2	2	-	-	-	-	-	-	-	-	-	2	2	-	2
CO5	-	2	2	-	-	-	-	-	3	2	-	-	2	-	-
Average	2.2	2.4	3	-	-	-	-	-	-	-	-	2.2	2.2	-	2

LESSON PLAN

Period	Date	Topic Planned	Actual Date	Topic covered	Remarks
1	24/04	Module 1 - Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education)	24/04	Right understanding	
2	24/04	Understanding Value Education, Self-exploration as the Process for Value Education	08/05	Self exploration	
3	08/05	Continuous Happiness and Prosperity - the Basic Human Aspirations	08/05	Human Aspirations	
4	08/05	Happiness and Prosperity - Current Scenario, Method to Fulfil the Basic Human Aspirations	08/05	Happiness Scenario	
5	15/05	Module 2 - Understanding Human being as the Co-existence of the Self and the Body	15/05	Human being	
6	22/05	Distinguishing between the Needs of the Self and the Body, The Body as an Instrument of the Self	15/05	Needs and Self	
7	29/05	Understanding Harmony in the Self, Harmony of the Self with the Body	22/05	Self and Body.	
8	29/05	Programme to ensure self-regulation and Health	29/05	Health	
9	05/06	Module 3 - Harmony in the Family - the Basic Unit of Human Interaction, 'Trust' - the Foundational Value in Relationship	29/05	value in Relationship	
10	05/06	'Respect' - as the Right Evaluation, Other Feelings	05/06	Right Evaluation	
11	12/06	Justice in Human-to-Human Relationship, Understanding Harmony in the Society	05/06	Harmony in Society.	
12	12/06	Vision for the Universal Human Order	12/06	Vision	
13	19/06	Module 4 - Understanding Harmony in the Nature, Interconnectedness	19/06	Nature interconnectedness	
14	19/06	Self-regulation and Mutual Fulfilment among the Four Orders of Nature	19/06	Mutual Nature	
15	03/07	Realizing Existence as Co-existence at All Levels	19/06	Co-existence	

16	03/07	The Holistic Perception of Harmony in Existence	03/07	Holistic perception	
17	10/07	Module 5 - Natural Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for Humanistic Education	03/07	Natural Acceptance	
18	10/07	Humanistic Constitution and Universal Human Order, Competence in Professional Ethics Holistic Technologies	10/07	Universal Human order	
19	17/07	Production Systems and Management Models-Typical Case Studies	10/07	Case Studies	
20	17/07	Strategies for Transition towards Value-based Life and Profession	17/07	Value based life	
21	24/07	Discussion and Revision	24/07	profession	
22	24/07	Discussion and Revision	24/07	Revision	


Course coordinator


HOD, Dept. of ECE



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DEPARTMENT OF ELECTRONICS AND COMMUNICATION ENGINEERING LESSON PLAN FOR THE ACADEMIC YEAR 2023-2024 (EVEN SEM.) (Faculty)

Course	UNIVERSAL HUMAN VALUES-II: UNDERSTANDING HARMONY and ETHICAL HUMAN CONDUCT			Course code	BUH407	
Faculty	MADHU H M			Semester & Section	IV/B	
Core / Elective	Contact Hours / week		Total Hours	Assessment		Credits
	L	T	P	CIE	SEE	1
	2	0	0	50	50	
Prerequisite						

Course Objectives

1	To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.
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Syllabus

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

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MODULE 4- Harmony in the Nature/Existence (4 hours)

Principal

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

**MODULE 5- Implications of the Holistic Understanding – a Look at Professional Ethics
(4 hours)**

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C01	Become more aware of themselves, and their surroundings (family, society, nature)
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C03	Have better critical ability.
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CO-PO-PSO Mapping:

Mapping of Course outcomes, Program Objectives and Program specific outcomes															
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Course Outcomes	Program Outcomes												PSOs		
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CO1	3	3	-	-	-	-	-	-	-	-	-	3	3	-	2
CO2	2	3	3	-	-	-	-	-	-	-	-	2	2	-	2
CO3	2	2	3	-	-	-	-	-	-	-	-	2	2	-	2
CO4	2	2	-	-	-	-	-	-	-	-	-	2	2	-	2
CO5	-	2	2	-	-	-	-	-	-	-	-	2	2	-	2
Average	2.2	2.4	3	-	-	-	-	-	3	2	-	-	2	-	-
												2.2	2.2	-	2

LESSON PLAN

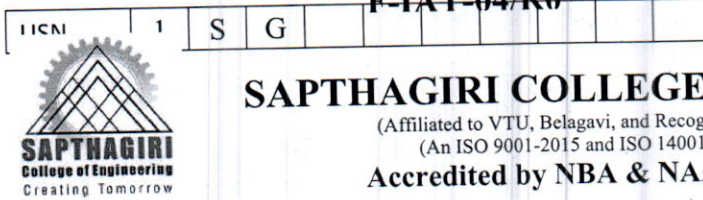
Period	Date	Topic Planned	Actual Date	Topic covered	Remarks
1	27/04	Module 1 - Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education)	27/04	Right understanding	
2	27/04	Understanding Value Education, Self-exploration as the Process for Value Education	27/04	Self exploration	
3	04/05	Continuous Happiness and Prosperity – the Basic Human Aspirations	04/05	Basic human Aspirations	
4	04/05	Happiness and Prosperity – Current Scenario, Method to Fulfil the Basic Human Aspirations	11/05	Methods	
5	04/05	Module 2 - Understanding Human being as the Co-existence of the Self and the Body	11/05	Human being	
6	11/05	Distinguishing between the Needs of the Self and the Body, The Body as an Instrument of the Self	18/05	Self and Body.	
7	18/05	Understanding Harmony in the Self, Harmony of the Self with the Body	18/05	Harmony of self.	
8	18/05	Programme to ensure self-regulation and Health	18/05	Health.	
9	01/06	Module 3 - Harmony in the Family – the Basic Unit of Human Interaction, 'Trust' – the Foundational Value in Relationship	01/06	Foundational Value in Relationship	
10	01/06	'Respect' – as the Right Evaluation, Other Feelings	08/06	Right Evaluation	
11	08/06	Justice in Human-to-Human Relationship, Understanding Harmony in the Society	08/06	Harmony in Society.	
12	15/06	Vision for the Universal Human Order	15/06	Unorder	
13	22/06	Module 4 - Understanding Harmony in the Nature, Interconnectedness	15/06	Harmony in nature	
14	29/06	Self-regulation and Mutual Fulfilment among the Four Orders of Nature	22/06	Mutual Nature	
15	29/06	Realizing Existence as Co-existence at All Levels	29/06	Co-existence at all levels.	

16	13/07	The Holistic Perception of Harmony in Existence	29/06	Perception	
17	20/07	Module 5 - Natural Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for Humanistic Education	13/07	Human Conduct	
18	20/07	Humanistic Constitution and Universal Human Order, Competence in Professional Ethics Holistic Technologies	20/07	Universal Human Order	
19	27/07	Production Systems and Management Models-Typical Case Studies	27/07	Case Studies	
20	03/08	Strategies for Transition towards Value-based Life and Profession	03/08	Value based life	
21	03/08	Discussion and Revision	03/08	Revision	


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Department of Electronics & Communication Engineering**Internal Assessment Test – I (2023-2024)****Subject: Universal Human Values****Sub. Code: BUHK408****Semester / Section: 4 /A& B****Max Marks: 25****Duration: 1 Hour****Date: 31/5/2024**

- Note:** 1) All questions are objective(MCQ)with 4-options. Each question carries **ONE** mark.
2) Select one correct answer & darken the same in the given OMR booklet.
3) If two answers are marked for the same question, it will be considered as in-valid & no marks will be awarded. No Negative marks.
4) Fill correct details in OMR Booklet clearly indicating Fullname, USN, Branch, section, etc.

Q. No.	Questions	RBT	CO
1.	The subject which enables us to understand human aspiration, or what is really valuable for human being is called _____. a) Education b) Value Education c) Spiritual Education d) Skill Development	L1	CO1
2.	The Subject which enables us to learn the science, technology, management and other skills for fulfilling our aspiration is called _____. a) Education b) Value Education c) Spiritual Education d) Skill Development	L1	CO1
3.	For Fulfillment of Human Being _____ is necessary. a) Physical Facility b) Relationship c) Right Understanding d) Physical Facility, Relationship and Right Understanding	L1	CO1
4.	The feeling of not having enough physical facility is a feeling of _____. a) Happiness b) Sorrow c) Deprivation d) Prosperity	L1	CO1
5.	_____ is essential to facilitate holistic development. a) Money b) Physical Facility c) Education – Sanskar d) Relationship	L1	CO1
6.	The process of value education has to be a process of _____. a) Self – Exploration b) Self – Realisation c) Self – Analyzing d) Self – Belief	L1	CO1
7.	Mechanisms of self-exploration are _____ and _____. a) Natural acceptance and Experimental Validation b) Natural acceptance and Experiential Validation c) Experimental Validation and Verification d) Natural acceptance and Verification	L1	CO1
8.	Largely, physical facility is _____ for animals a) Inadequate b) Unnecessary c) Necessary as well as adequate d) Necessary but inadequate	L1	CO1
9.	The basic aspiration of every human being is a) Happiness b) Both Happiness & Prosperity c) Prosperity d) Neither happiness nor prosperity	L1	CO1
10.	Giving weightage to physical facilities, to the maximization of sensory pleasures, for accumulation of wealth is called _____. a) Animal consciousness b) Human consciousness c) Self-exploration d) Prosperity	L1	CO1

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Q. No.	Questions	RBT	CO
1	Human goal at the level of individual is ____ a) Prosperity b) Fearlessness c) Right understanding d) Coexistence	L1	CO1
2	The present education system has largely become ____ a) Skill-biased b) Skill- based c) Technology – based d) Technology – biased	L1	CO1
3	All the Proposals must be verified in your own right, on the basis of your ____ a) Intuition b) Knowledge c) Natural Acceptance d) Acceptance	L1	CO1
4	Verification of a proposal is done by the process of ____ a) Discussion b) Dialogue c) Brain storming d) Consultation	L1	CO1
5	Each human being is co-existence of the ____ and the ____. a) Cost, Value b) Mind, Body c) Evaluation, Material d) Self, Body	L1	CO1
6	Employing the body physically for production and maintenance of physical facilities is called ____. a) Labour b) Work c) Skill d) Talent	L1	CO1
7	Physical facilities are required in ____ quantity. a) Unit b) Limited c) Material d) Large	L1	CO1
8	Five basic guidelines for value education are Universal, Natural and verifiable, all encompassing, leading to harmony and ____ a) Self exploration b) Education c) Right utilization d) Rational	L1	CO1
9	When we assume something about on the prevailing notion it is called ____. a) Natural Acceptance b) Value Education c) Preconditioning d) Right Understanding	L1	CO1
10	The needs of the self are ____ in time and needs of body are ____. a) Discontinuous, Permanent b) Continuous, Temporary c) Happiness, Permanent d) None of above	L1	CO1
11	Knowledge means having the ____. a)Self Exploration b)Right Understanding c)Evaluation d)Self Analyzing	L1	CO1
12	What we really want to be is our ____. a)Value Education b)Right Understanding c)Preconditioning d)Natural Acceptance	L1	CO1
13	Clothing, nourishment etc. are the needs of ____. a)Material b)Self c)Body d)Nature	L1	CO1
14	The value education must be valid for all time, all place and all individuals, means it must be ____. a)Rational b)Universal c)Natural d)Verifiable	L1	CO1
15	By ____ we become responsible to ourselves. a)Material b)Unit c)Right Understanding d)Physical Facility	L1	CO1

Revised Bloom's Taxonomy (RBT) Levels: L1 – Remembering, L2 – Understand

SAPTHAGIRI COLLEGE OF ENGINEERING, BENGALURU.
DEPARTMENT OF ELECTRONICS & COMMUNICATION ENGG.

SCHEME & SOLUTION

Sem. & Sec.: 4th(A & B) Academic Year: 2023-24 Date: 31/5/24
Subject: UHV Subject Code: BUHK408
Duration: 1hr Max. Marks: 25

INTERNAL ASSESSMENT TEST - I

Q. No.	Solutions	Marks Allocated
(1) b)	Value Education	
(2) d)	Skill development	
(3) d)	Physical facility, Relationship &	
(4) c)	Right understanding.	
(5) c)	Deprivation.	
(6) c)	Education - Sanskar	
(7) a)	Self - Exploration	
(8) b)	Natural acceptance and Experiential Validation.	
(9) c)	Necessary as well as adequate.	
(10) b)	Both Happiness & prosperity.	
(11) a)	Animal consciousness	
(12) c)	Right understanding.	
(13) a)	Skill - based.	
(14) c)	Natural acceptance	
(15) b)	Dialogue.	
(16) d)	Self, Body.	

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- (16) a) Labour.
- (17) b) Limited.
- (18) d) Rational
- (19) c) Pleconditioning
- (20) b) continuous, Temporal.
- (21) b) Right understanding.
- (22) d) Natural acceptance.
- (23) c) Body
- (24) b) Universal
- (25) d) Right understanding.

Name & Signature of

(1) course co-ordinator: @

(2) scrutinizer: Illy

Approved,

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HOD, ECE



Sri Srinivasa Educational & Charitable Trust
SAPTHAGIRI COLLEGE OF ENGINEERING

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14/5, Chikkasandra, Hesaraghatta Main Road, Bengaluru-560057.

Department of Electrical & Electronics Engineering

Internal Assessment Test – II (2023-2024)

Subject: **Universal Human Values**

Semester / Section: **4 /A & B**

Duration: **1 Hour**

Sub. Code: **BUHK408**

Max Marks: **25**

Date: **29/06/2024**

- Note:** 1) All questions are objective (MCQ) with 4-options. Each question carries **ONE** mark.
 2) Select one correct answer & darken the same in the given OMR booklet.
 3) If two answers are marked for the same question, it will be considered as in-valid & no marks will be awarded. No Negative marks.
 4) Fill correct details in OMR Booklet clearly indicating Full name, USN, Branch, section, etc.

Q. No.	Questions	RBT	CO
1.	There is a possibility that a large share of your imagination is enslaved by a) Preconditioning b) Validation in our living c) Unhappiness d) Work	L1	CO2
2.	Harmony of the self with body means a) Nurturing b) Protecting c) Rightly utilizing the body d) All of the above	L1	CO2
3.	Recognizing need for physical facility, its production, and Right utilization ensures a) Fearlessness b) Prosperity c) Justice d). None	L1	CO2
4.	_____ means harmony within myself. a) Happiness b) Pleasure c) Excitement d) Unhappiness	L1	CO2
5.	To start self-exploration, we need to a) Know our natural acceptance b) Be aware of our imagination c) Find out the source of imagination d) All of the above	L1	CO2
6.	The program of nurturing and maintaining human health of the body include a) Intake b) Exercise c) Routine d) All of the above	L1	CO2
7.	Natural acceptance is also called as a) hate b) Inner voice or conscience c) Predominant d) None of the above	L1	CO2
8.	Right feeling & right thought deals with a) Self b) Body c) Self and body both d) Physical Facility	L1	CO2
9.	Self is the ----- a) Seer b) Doer c) Enjoyer d) Seer, Doer and Enjoyer	L1	CO2
10.	1 The Body is a ----- of self. a) Part b) Reflection c) Instrument d) Combination	L1	CO2
11.	1 A large number of diseases are ----- in nature. a) Infectious b) Psychological c) Psychosomatic d) Bacterial	L1	CO2
12.	1 Desires, thoughts and Expectations are the state of ----- a) Imagination b) Self c) Body d) self and Body	L1	CO2
13.	1 The needs of the Body and the Needs of the Self are ----- a) Same b) Different c) Complimentary d) None	L1	CO2

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Q. No.	Questions	RBT	CO
1	The right evaluation is known as ----- a) Ego b) Depression c) Self Confidence d) Contradiction	L1	CO2
1	The need of the self is ----- a) Right Understanding b) Relationship c) Both right understanding and relationship d) Physical facility	L1	CO2
1	The feeling of having / producing more than required Physical Facility is called as ----- a) Trust b) Right Understanding c) Fulfillment d) Prosperity	L1	CO2
1	Feeling of responsibility toward the body for Nurturing, Protection and Right Utilization of the Body is called as ----- a) Prosperity b) Self Regulation c) Harmony d) Fulfillment	L1	CO3
1	18. Physical facility is ----- in time a) Continuous b) Temporary c) Both Continuous and Temporary d) Definite	L1	CO3
1	19. Self is the ----- to human existence. a) Central b) Hope c) Bridge d) way forward	L1	CO3
2	20. The response to the self is ----- a) Knowing b) Assuming c) Recognizing d) All of the above	L1	CO3
2	21. The commitment, preparation and practice of living in harmony is called as ----- a) Sanskar b) Prosperity c) Education d) Justice	L1	CO3
2	Feeling of responsibility for Nurturing, Protection and Right Utilization of the Body is --- ----- a) Education b) Self-Regulation c) Health d) Self Exploration	L1	CO3
2	One's education starts in the -----, then goes on in school, college and continues. a) Self b) Society c) Family d) All the above	L1	CO3
2	Family is basic unit which provides a base for a) Appreciating b) Understanding c) Practicing to living in harmony d) All of these	L1	CO3
2	When we are rightly evaluated, we will be a) Insulted b) Ignored c) Respected d) None of these	L1	CO3

Revised Bloom's Taxonomy (RBT) Levels: L1 – Remembering, L2 – Understand

CO2: To understand harmony and self-regulation in human being

CO3: To understand various feelings to achieve harmony in family and society

SAPTHAGIRI COLLEGE OF ENGINEERING, BENGALURU.
DEPARTMENT OF ELECTRONICS & COMMUNICATION ENGG.

SCHEME & SOLUTION

Sem. & Sec.: 4th (A & B) Academic Year: 2023-24 Date: 29/6/24
Subject: UHV Subject Code: BUHK408
Duration: 1hr Max. Marks: 25

INTERNAL ASSESSMENT TEST - II

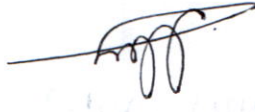
Q. No.	Solutions	Marks Allocated
	(1) (a) preconditioning (2) d) All of the above. (3) b) Prosperity (4) a) Happiness. (5) d) All of the above (6) d) All of the above (7) b) Inner Voice & conscience (8) a) self (9) d) seer, doer & enjoyer. (10) (c) Instrument (11) c) Psychosomatic (12) a) Imagination (13) d) Different (14) c) self confidence (15) c) Both right understanding & relationship (16) d) Prosperity (17) b) self Regulation.	

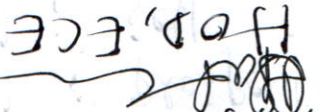
Page of

- (18) b) Temporary
(19) a) Central
(20) d) All of the above
(21) a) Banks
(22) b) Self-regulation
(23) c) Family
(24) d) All of these
(25) c) Respected.

Name & signature of

(1) Course co-ordinators: (H)

(2) Students: 

Approved

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Department of Electronics & Communication Engineering

Internal Assessment Test – III (2023-2024)

Subject: **Universal Human Values**

Semester / Section: **4 /A& B**

Duration: **1 Hour**

Sub. Code: **BUHK408**

Max Marks: **25**

Date: **31/07/2024**

Note: 1) All questions are objective (MCQ) with 4-options. Each question carries **ONE** mark.

2) Select one correct answer & darken the same in the given OMR booklet.

3) If two answers are marked for the same question, it will be considered as in-valid & no marks will be awarded. No Negative marks.

4) Fill correct details in OMR Booklet clearly indicating Full name, USN, Branch, section, etc.

Q. No.	Questions	RBT	CO
1.	Nature is a collection of units. It can be divided into _____ orders a) Four b) Three c) Two d) Five	L1	CO4
2.	The inheritance of Physical order is _____ a) Caste based b) Education based c) Soil based d) Constitution based	L1	CO4
3.	All orders have definite conduct except _____ without right understanding a) Plant order b) Animal order c) Human order d) Bio order	L1	CO4
4.	The inheritance of Bio order is _____ a) Education based b) Caste based c) Constitution based d) Seed based	L1	CO4
5.	Right feeling & right thought deals with a) Self b) Body c) Self and body both d) Physical Facility	L1	CO3
6.	A large number of diseases are ----- in nature. a) Infectious b) Psychological c) Psychosomatic d) Bacterial	L1	CO3
7.	The right evaluation is known as ----- a) Ego b) Depression c) Self Confidence d) Contradiction	L1	CO3
8.	Feeling of responsibility for Nurturing, Protection and Right Utilization of the Body is --- a) Education b) Self-Regulation c) Health d) Self Exploration	L1	CO3
9.	When other person tackles with competence to establish trust one should a) Try to improve upon his/her competence b) Get irritated c) Get Angry d) Have a feeling of opposition	L1	CO3
10.	1 In case of Competition, the feelings are based on ----- a) Natural Acceptance b) Sensation c) Pre Conditioning d) Glory	L1	CO3

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Q. No.	Questions	RBT	CO
1.	1 Verifying that the right feeling has reached to the other and that the other is able to make out that it is the right feeling is known as ----- a) Recognition b) Evaluation c) Fulfillment d) Justice	L1	CO3
2.	1 The inheritance of Animal order is ----- a) Constitution based b) Seed based c) Breed based d) Education based	L1	CO4
3.	1 Material units are ----- in Nature a) Permanent b) Temporary c) Permanent & Temporary d) Limited	L1	CO4
4.	1 Desires, thoughts and Expectations are the state of ----- a) Imagination b) Self c) Body d) self and Body	L1	CO3
5.	1 The needs of the Body and the Needs of the Self are ----- a) Same b) Different c) Complimentary d) None	L1	CO3
6.	1 The inheritance of Human order is ----- a) Education based b) Caste based c) Constitution based d) Seed based	L1	CO4
7.	1 The feeling of having / producing more than required Physical Facility is called as ----- a) Trust b) Right Understanding c) Fulfillment d) Prosperity	L1	CO3
8.	1 When we are rightly evaluated, we will be a) Insulted b) Ignored c) Respected d) None of these	L1	CO3
9.	1 Disrespect can be outcome due to a) Over evaluation b) Under evaluation c) Otherwise evaluation d) All of these	L1	CO3
0.	2 Reverence is a feeling which promotes a) Affection b) Care c) Acceptance for excellence d) Misunderstanding	L1	CO3
1.	2 Trust as intention always perceived with a) Misunderstanding b) Natural Acceptance c) Angriiness d) None of these	L1	CO3
2.	2 One's education starts in the -----, then goes on in school, college and continues. a) Self b) Society c) Family d) All the above	L1	CO3
3.	2 Right feeling & right thought deals with a) Self b) Body c) Self and body both d) Physical Facility	L1	CO3
4.	2 Self is the ----- a) Seer b) Doer c) Enjoyer d) Seer, Doer and Enjoyer	L1	CO3
5.	2 The Body is a ----- of self. a) Part b) Reflection c) Instrument d) Combination	L1	CO3

Revised Bloom's Taxonomy (RBT) Levels: L1 – Remembering, L2 – Understanding

CO3: To understand various feelings to achieve harmony in family and society

CO4: To understand harmony in nature and existence.

SCHEME & SOLUTION

Sem. & Sec.: 4th (A & B) Academic Year: 2023-24 Date: 31/7/24
Subject: UHV Subject Code: BUHK408
Duration: 1hr Max. Marks: 25

INTERNAL ASSESSMENT TEST - III

Q. No.	Solutions	Marks Allocated
	(1) a) Four .	
	(2) d) Constitution based.	
	(3) c) Human sides.	
	(4) d) Seed based.	
	(5) a) Self	
	(6) c) psychosomatic.	
	(7) c) Self confidence.	
	(8) b) self Regulation.	
	(9) a) Try to improve upon his/her competence.	
	(10) c) PEE conditioning.	
	(11) b) Evaluation	
	(12) c) Breed based	
	(13) b) Temporary.	
	(14) a) Imagination.	
	(15) b) Different.	

Q. No.	Solutions	Marks Allocated
	<p>(16) a) Education based</p> <p>(17) a) Prosperity.</p> <p>(18) c) Respected</p> <p>(19) d) All of these.</p> <p>(20) c) Acceptance for excellence.</p> <p>(21) b) Natural Acceptance.</p> <p>(22) c) Family.</p> <p>(23) a) Self.</p> <p>(24) d) Seer, Doer and Enjoyer.</p> <p>(25) c) Instrument.</p> <p>Name and Signature of</p> <p>(1) Course co-ordinator: <u>re</u></p> <p>(2) Scrutinizer: <u>Ally</u></p> <p>Approved, <u>Pat</u> HOD, ECE</p>	