



**KSSEM**  
K S SCHOOL OF ENGINEERING AND MANAGEMENT

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**K. S. GROUP OF INSTITUTIONS**

**K. S. SCHOOL OF ENGINEERING AND MANAGEMENT**

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**DEPARTMENT OF MECHANICAL ENGINEERING**

## REPORT ON

### "A day out to heritage places as a part of curriculum"

**Introduction:** As an integral component of their curriculum, third-semester students from the Mechanical Department are treated to immersive visits to heritage sites. These excursions offer them a multifaceted learning experience, encompassing not only the exploration of landscapes but also delving into the rich tapestry of history, culture, and traditional practices embedded within these locales. By engaging with these facets, students gain invaluable insights into the interconnectedness of societal norms, technological advancements, and historical contexts, enriching their understanding beyond the confines of traditional classroom settings.

#### **Organizing Body:**

The Mechanical Department of K S School of Engineering and Management, Bengaluru 560109

#### **Program Schedule and Instruction to Students:**

As part of the Social Connect and Responsibility of VTU syllabus, we are taking the students of 3rd sem ME to the below said places.

Day and Date	Saturday, 20-01-2024
Reporting Time	6:15 am
Departure from KSIT stop	6.30 am
Return to KSIT stop	6-7 pm
Places of visit	Devarayana Durga Hills followed by Namada chilme and Mandaragiri

Strictly follow the following points

1. All students have to carry their College ID cards.
2. Breakfast and Lunch will be provided.
3. Bring your own water bottle, napkin etc.
4. Avoid carrying junk food, if you wish to bring some, please get some healthy snacks.
5. Wear Sports-T-shirt, any trousers of your choice and wear comfortable footwear to climb the hills.
6. Do not wear any gold/silver jewellery.
7. Bring minimal cash.
8. Do not litter the places we visit.
9. Students have to follow the instructions given by the staff from time to time during the trip.
10. Safety of our students is our top priority. Please note that around 15 staff members are accompanying the students.
11. All students are informed to pay 200 INR for food and entry fees

**Event Highlights:**

**Devarayana Durga Hills:**

**Devarayanadurga** is a temple town and hill station located in the district of Tumakuru in the state of Karnataka in India. The rocky hills are surrounded by forest and the hilltops are dotted with several temples including the Yoganarasimha and the Bhoganarasimha temples and an altitude of 1204 metres

*Devarayanadurga* translates to "Devaraya's fort" in Kannada; the town got its current name after the Mysore ruler Chikka Devaraja Wodeyar captured it in one of his victories. The place is thought by many to be haunted

**Location:**

Devarayanadurga is located 15 kilometers (9 mi) from Tumakuru city and at an altitude of 3,940 feet,<sup>[3]</sup> and about 73 kilometres (45 mi) from Bengaluru city, the capital of Karnataka.

### **Namada Chilume:**

Namada Chilume (pronounced 'naamada chilume' in Kannada) is a natural spring situated by Devarayanadurga, near Tumkur in the state of Karnataka in India.<sup>[1]</sup> The spring issues from the surface of the rock. It is believed that Rama, along with Sita and Lakshmana, stayed here during their exile in the forest. Rama searched for water to apply tilaka to his forehead. When he could not find any water, he shot an arrow at the rock. The arrow penetrated the rock, made a hole, and the water came out. Henceforth, this place was called Namada Chilume, meaning "Spring of Tilak". (naama = tilak and chilume' = spring, in Kannada) As shown in the picture, the water comes out from a small hole throughout the year and never dries up. The water that comes out is considered as sacred water (tirtha). It is approximately 14 km from Tumkur and 80 km from Bengaluru.

### **MandaraGiri:**

The Mandaragiri temple complex is an important Jain pilgrimage centre named after Mallinatha.<sup>[1]</sup> The hilltop has four twelfth-century temples<sup>[2]</sup> and one stupa enclosed in a massive stone wall with paintings of Tirthankaras. The back wall, the original entrance of the temple, features an entrance gate with two pillars bearing carvings of elephants and an image of Tirthankara seated on a lotus pedestal. The first temple doesn't enshrine any idols and the remaining three temples are dedicated to Chandraprabha, Parshvanatha and Suparshvanatha. The stupa houses one stone slab with a carving of a footprint. The temple complex also includes a large manastambha.

On the foot of the hill, a 81 feet (25 m) temple called *Guru mandir* dedicated to Jain Acharya Shantisagar is located. This temple is popularly known as pinchi temple and peacock temple due to the temple structure resembling a *pinchi*, peacock feather fan, used by Digambara monks.<sup>[4]</sup> A 21 feet (6.4 m) monolithic statue of Chandraprabha is located near Guru mandir.

*Maidala Kere* and *Padmavati Kere* are the two lakes located near the temple complex on the hilltop. There is a ruined temple housing a large stone-carved image of a Tirthankara near Maidala lake. There are eight idols of goddesses scattered near the Padmavati Kere.

## Future Outlook:

Visiting heritage places yields a multitude of outcomes for students. Firstly, it fosters a deeper appreciation and understanding of history, culture, and tradition, as they witness firsthand the tangible remnants of the past. Additionally, such experiences encourage critical thinking and analytical skills as students decipher the significance of various artifacts, architectural styles, and historical contexts. Moreover, these visits often promote a sense of pride and connection to one's cultural heritage, instilling a greater sense of identity and belonging. Overall, exploring heritage places equips students with a holistic perspective of the world, nurturing empathy, cultural sensitivity, and a lifelong curiosity for learning.

## Conclusion:

The educational value of visiting heritage places for students is undeniable. Through these immersive experiences, students not only gain knowledge about history, culture, and tradition but also develop critical thinking skills and a deeper appreciation for their own heritage. Moreover, these visits foster a sense of connection and pride in one's cultural identity while promoting empathy and cultural sensitivity. Ultimately, exploring heritage places enriches students' educational journey by providing them with a holistic understanding of the world around them and inspiring a lifelong commitment to learning and preserving our collective heritage.

## Gallery:























