

1.3.1. Institution integrates cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Summary:

- 1. Courses on Professional Ethics, Gender, Human Values, Environment and Sustainability.**
- 2. Women Empowerment Cell Activities.**
- 3. Activities for Environment and Sustainability.**
- 4. Report on Awareness Program on "SAVE SOIL".**


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1.3.1 Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The Institute follows curriculum prescribed by the University and integrates various socially relevant cross-cutting issues like ethics, human values, environment, etc., across UG to sensitize the students

Human Values and Professional Ethics:

Human Values and Professional Ethics are addressed through the course "**Constitution of India, Professional Ethics**" offered in the III/IV semester of Engineering program. The primary objective of this course is to ensure that the students have knowledge of the constitution, fundamental duties and rights of citizens, professional ethics and the responsibilities of engineers. The Students of First Year UG will undergo Student Induction Program (SIP) in which cross-cutting issues like Human Values and Professional Ethics are addressed.

Environment and Sustainability:

The issues of Environment and Sustainability are addressed through the course "Environmental Science" offered to engineering students in the V semester. Through this course, students are sensitized to ecological and environmental issues connected with land, air, and water, with awareness on sustainable development.

Gender equity:

VITS, imparting quality education to shape global leaders has firm belief in gender equity which is indispensable to ensure sustainable development of a country. Institute has initiated promising measures to sensitize and promote gender equity among the stakeholders through curricular and co-curricular activities. To promote gender equity among the students, Institute supports flexible seating arrangements in the class rooms, equal representation of both genders in the leadership positions of class and college level committees, curricular and co-curricular activities. The Institute makes concerted efforts to create a congenial environment free from gender discrimination through mutual respect.

Apart from the above, the Institute organizes various awareness programs and activities on cross-cutting issues with the support of external organizations and experts. The NSS activities, Swachh Bharath Abhiyan, blood donation and health awareness camps conducted by Youth Red Cross Unit play vital role in promoting inclusive environment towards regional and socioeconomic diversities among students making a Positive difference and shaping them into wholesome professionals.

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Human Rights

Human Rights policies are in place for the protection of underprivileged and marginal groups. Further, relevant posters are placed in strategic locations making students aware of the possible consequences of their action.

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**1. Courses on Professional Ethics,
Gender, Human Values,
Environment and Sustainability.**



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List of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

R15 – Regulations

S.No	Name of the Program	Name of the Course	Course Code	Year & Semester of study	Academic Year(s)
1.	B.Tech – Electrical & Electronics Engineering	Environmental Studies	15A01101	I Year II Sem	2018-19
2.	B.Tech – Electrical & Electronics Engineering	English for Professional Communication	15A52201	I Year II Sem	2018-19
3.	B.Tech – Electrical & Electronics Engineering	Social Values & Ethics	15A99501	III Year I Sem	2018-19, 2019-20, 2020-21
4.	B.Tech – Electronics & Communication Engineering	Environmental Studies	15A01101	I Year I Sem	2018-19
5.	B.Tech – Electronics & Communication Engineering	English for Professional Communication	15A52201	I Year II Sem	2018-19
6.	B.Tech – Electronics & Communication Engineering	Social Values & Ethics	15A99501	III Year I Sem	2018-19, 2019-20, 2020-21
7.	B.Tech – Computer Science & Engineering	English for Professional Communication	15A52201	I Year II Sem	2018-19
8.	B.Tech – Computer Science & Engineering	Environmental Studies	15A01101	I Year II Sem	2018-19
9.	B.Tech – Computer Science & Engineering	Social Values & Ethics	15A99501	III Year I Sem	2018-19, 2019-20, 2020-21

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R19 Regulations

S.No	Name of the Program	Name of the Course	Course Code	Year & Semester of study	Academic Year(s)
1.	B.Tech – Electrical & Electronics Engineering	Universal Human Values	19A52301	II YEAR II Sem	2020-21
2.	B.Tech – Electrical & Electronics Engineering	Environmental Science	19A99301	II Year II Sem	2020-21
3.	B.Tech – Electrical & Electronics Engineering	Research Methodology	19A99601	III Year I Sem	2021-22
4.	B.Tech – Electrical & Electronics Engineering	Constitution of India	19A99501	III Year II Sem	2021-22
5.	B.Tech – Electrical & Electronics Engineering	Disaster Management	19A01802a	IV Year II Sem	2022-23
6.	B.Tech – Electronics & Communication Engineering	Universal Human Values	19A52301	II Year II Sem	2020-21
7.	B.Tech – Electronics & Communication Engineering	Environmental Science	19A99301	II Year II Sem	2020-21
8.	B.Tech – Electronics & Communication Engineering	Research Methodology	19A99601	III Year I Sem	2021-22
9.	B.Tech – Electronics & Communication Engineering	Constitution of India	19A99501	III Year II Sem	2021-22
10.	B.Tech – Electronics & Communication Engineering	Disaster Management	19A01802a	IV Year II Sem	2022-23
11.	B.Tech – Computer Science & Engineering	Universal Human Values	19A52301	II Year I Sem	2020-21
12.	B.Tech – Computer Science & Engineering	Environmental Science	19A99301	II Year I Sem	2020-21
11.	B.Tech – Computer Science & Engineering	Constitution of India	19A99501	III Year I Sem	2021-22
12.	B.Tech – Computer Science & Engineering	Research Methodology	19A99601	III Year II Sem	2021-22
13.	.Tech – Computer Science & Engineering	Disaster Management.	19A01802a	IV Year II Sem	2022-23

P. Siddharth

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R20 Regulations

S.No	Name of the Program	Name of the Course	Course Code	Year & Semester of study	Academic Year (s)
1.	B.Tech – Electrical & Electronics Engineering	Universal Human Values	20A52201	II Year I Sem	2021-22 2022-23
2.	B.Tech – Electrical & Electronics Engineering	NSS/NCC/NSO Activities	20A99301	II Year I Sem	2021-22 2022-23
3.	B.Tech – Electrical & Electronics Engineering	Environmental Science	20A99201	III YEAR I Sem	2022-23
4.	B.Tech – Electrical & Electronics Engineering	Intellectual Property Rights & Patents	20A99601	III Year II Sem	2022-23
5.	B.Tech – Electronics & Communication Engineering	Universal Human Values	20A52201	II Year I Sem	2021-22 2022-23
6.	B.Tech – Electronics & Communication Engineering	NSS/NCC/NSO Activities	20A99301	II Year I Sem	2021-22 2022-23
7.	B.Tech – Electronics & Communication Engineering	Environmental Science	20A99201	III YEAR I Sem	2022-23
8.	B.Tech – Electronics & Communication Engineering	Intellectual Property Rights & Patents	20A99601	III Year II Sem	2022-23
9.	B.Tech – Computer Science & Engineering	Universal Human Values	20A52201	II Year I Sem	2021-22 2022-23
10.	B.Tech – Computer Science & Engineering	NSS/NCC/NSO Activities	20A99301	II Year I Sem	2021-22 2022-23
11.	B.Tech – Computer Science & Engineering	Environmental Science	20A99201	III YEAR I Sem	2022-23
12.	B.Tech – Computer Science & Engineering	Intellectual Property Rights & Patents	20A99601	III Year II Sem	2022-23

B. Siddhanta

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Courses	Course Name	Cross Cutting issue	Description of course
Common to B.TECH (All Branches)	Environmental Studies (15A01101) Environmental Science (19A99301) Environmental Science (20A99201)	Environmental Education.	The protection of environmental and making use of our available natural resources efficiently is the most pressing demands in the present stage of development. The task or preserving the purity of the environment is of utmost concern at national and global levels. The course emphasizes the control and management of wastes generated by industrial practices. Objectives: <ul style="list-style-type: none">•To make the students to get awareness on environment.•To understand the importance of protecting natural resources, ecosystems for future generations and pollution causes due to the day to day activities of human life.•To save earth from the inventions by the engineers.
Common to B.TECH (All Branches)	English for Professional Communication (15A52201)	Ethical Communication	OBJECTIVES: <ol style="list-style-type: none">1. To develop confidence in the students to use English in everyday situations.2. To enable the students to read different discourses so that they appreciate English for science and technologies.3. To improve familiarity with a variety of technical writings.4. To enable the students to acquire structure and written expressions required for their profession.5. To develop the listening skills of the students.
Common to B.TECH (All Branches)	Social Values & Ethics (15A99501)	Moral Values Ethical values	Ethics in Engineering is the ability as well as responsibility of an engineer to judge his decisions from the context of the general wellbeing of the society. It is the study of moral issues that confront engineers and engineering organizations when some crucial decisions are taken. Engineering research and practice requires that the task being performed considers all the pros and cons of a certain action and its implementation.


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Common to, B.TECH (All Branches)	Disaster management (19A01802a)	Environmental Sustainability, Gender and Social Inclusion	The objective of this course is to: <ul style="list-style-type: none">• Develop an understanding of why and how the modern disaster manager is involved with pre-disaster and post-disaster activities.• Develop an awareness of the chronological phases of natural disaster response and refugee relief operations.• Understand how the phases of each are parallel and how they differ. Understand the 'relief system' and the 'disaster victim.'• Describe the three planning strategies useful in mitigation.• Identify the regulatory controls used in hazard management.• Describe public awareness and economic incentive possibilities.• Understand the tools of post-disaster management.
Common to B.TECH (All Branches)	Universal Human Values (19A52301) Universal Human Values (20A52201)	Development of a holistic perspective based on self- exploration about themselves, family, society and nature /existence.	The objective of the course is four fold <ul style="list-style-type: none">• Development of a holistic perspective based on self-exploration about themselves(human being), family, society and nature existence.• Understanding (or developing clarity) of the harmony in the human being, family, society and nature/existence.• Strengthening of self-repletion.• Development of commitment and courage to act.
Common to B.TECH (All Branches)	Research Methodology (19A99601)	Ethics	COURSE OBJECTIVES : The objective of this course is, <ul style="list-style-type: none">• To understand the basic concepts of research and research problem.• To make the students learn about various types of data collection and sampling design. To enable them to know the method of statistical evaluation.• To make the students understand various testing tools in research.• To make the student learn how to write a research report.• To create awareness on ethical issues n research.

D. Siddeshwar

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Common to B.TECH (All Branches)	Intellectual Property Rights & Patents (20A99601)	Public Health and Access to Medicines, Environmental Sustainability, Ethical Considerations and Responsible Innovation	Objectives: This course introduces the student to the basics of Intellectual Property Rights, Copy Right Laws, Cyber Laws, Trade Marks and Issues related to Patents. The overall idea of the course is to help and encourage the student for start-ups and innovations.
Common to B.TECH (All Branches)	Constitution of India (19A99501)	Fundamental Rights, Social Justice and Equality	OBJECTIVES : The objective of this course is, <ul style="list-style-type: none">• To Enable the student to understand the importance of constitution.• To understand the structure of executive, legislature and judiciary.• To understand philosophy of fundamental rights and duties.• To understand the autonomous nature of constitutional bodies like Supreme Court and high court controller and auditor general of India and Election Commission of India.• To understand the central-state relation in financial and administrative control.

A. Siddhant
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JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY ANANTAPUR

B. Tech I-II Sem. (EEE)	L	T	P	C
(15A52201) ENGLISH FOR PROFESSIONAL COMMUNICATION	3	1	0	3
(Common to all Branches)				

1. INTRODUCTION:

English is a global language and has international appeal and application. It is widely used in a variety of contexts and for varied purposes. The students would find it useful both for social and professional development. There is every need to help the students acquire skills useful to them in their career as well as workplace. They need to write a variety of documents and letters now extending into professional domain that cuts across business and research also. The syllabus has been designed to enhance communication skills of the students of engineering and pharmacy. The prescribed book serves the purpose of preparing them for everyday communication and to face the global competitions in future.

The text prescribed for detailed study focuses on LSRW skills and vocabulary development. The teachers should encourage the students to use the target language. The classes should be interactive and learner-centered. They should be encouraged to participate in the classroom activities keenly.

In addition to the exercises from the text done in the class, the teacher can bring variety by using authentic materials such as newspaper articles, advertisements, promotional material etc.

2. OBJECTIVES:

1. To develop confidence in the students to use English in everyday situations.
2. To enable the students to read different discourses so that they appreciate English for science and technologies.
3. To improve familiarity with a variety of technical writings.
4. To enable the students to acquire structure and written expressions required for their profession.
5. To develop the listening skills of the students.

3. SYLLABUS:

UNIT –I

Topics: Group discussion, cause and effect, events and perspectives, debate, if conditional, essay writing.

Text: LESSONS FROM THE PAST from *MINDSCAPES*

Importance of History - Differing Perspectives - Modern Corporatism - Lessons From The Past

UNIT-II

Topics: Idioms, essay writing, power point presentation, modals, listening and rewriting, preparing summary, debate, group discussion, role play, writing a book review, conversation

Text: 'ENERGY' from *MINDSCAPES*

Renewable and Non-Renewable Sources - Alternative Sources - Conservation -Nuclear Energy

UNIT-III

Topics: Vocabulary, impromptu speech, creative writing, direct and indirect speech, fixed expressions, developing creative writing skills, accents, presentation skills, making posters, report writing

Text: 'ENGINEERING ETHICS' from *MINDSCAPES*

Challenger Disaster - Biotechnology - Genetic Engineering - Protection From Natural Calamities

UNIT-IV

Topics: Vocabulary, Conversation, Collocation, Group discussion, Note-making, Clauses, Interpreting charts and tables , Report writing.

Text: 'TRAVEL AND TOURISM' from *MINDSCAPES*

Advantages and Disadvantages of Travel - Tourism - Atithi Devo Bhava - Tourism in India

UNIT-V

Topics: Vocabulary, phrasal verbs, writing a profile, connectives, discourse markers, problem-solving, telephone skills, application letters, curriculum vitae, interviews (telephone and personal)

Text: 'GETTING JOB-READY' from *MINDSCAPES*
SWOT Analysis - Companies And Ways Of Powering Growth - Preparing
For Interviews

Prescribed Text

MINDSCAPES: English for Technologists and Engineers, Orient
Blackswan, 2014.

REFERENCES:

1. **Effective Tech Communication**, Rizvi, Tata McGraw-Hill
Education, 2007.
2. **Technical Communication**, Meenakshi Raman, Oxford University
Press.
3. **English Conversations Practice**, Grant Taylor, Tata Mc GrawHill
publications, 2013.
4. **Practical English Grammar**. Thomson and Martinet, OUP, 2010.

Expected Outcomes:

At the end of the course, students would be expected to:

1. Have acquired ability to participate effectively in group discussions.
2. Have developed ability in writing in various contexts.
3. Have acquired a proper level of competence for employability.

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY ANANTAPUR

B. Tech I-II Sem. (EEE)

L	T	P	C
3	1	0	3

(15A01101) ENVIRONMENTAL STUDIES

(Common to all Branches)

OBJECTIVE: *To make the students to get awareness on environment, to understand the importance of protecting natural resources, ecosystems for future generations and pollution causes due to the day to day activities of human life to save earth from the inventions by the engineers.*

UNIT – I

MULTIDISCIPLINARY NATURE OF ENVIRONMENTAL STUDIES: – Definition, Scope and Importance – Need for Public Awareness.

NATURAL RESOURCES : Renewable and non-renewable resources – Natural resources and associated problems – Forest resources – Use and over – exploitation, deforestation, case studies – Timber extraction – Mining, dams and other effects on forest and tribal people – Water resources – Use and over utilization of surface and ground water – Floods, drought, conflicts over water, dams – benefits and problems – Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies – Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. – Energy resources:

UNIT – II

ECOSYSTEMS: Concept of an ecosystem. – Structure and function of an ecosystem – Producers, consumers and decomposers – Energy flow in the ecosystem – Ecological succession – Food chains, food webs and

ecological pyramids – Introduction, types, characteristic features, structure and function of the following ecosystem:

- a. Forest ecosystem.
- b. Grassland ecosystem
- c. Desert ecosystem
- d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

BIODIVERSITY AND ITS CONSERVATION : Introduction 0 Definition: genetic, species and ecosystem diversity – Bio-geographical classification of India – Value of biodiversity: consumptive use, Productive use, social, ethical, aesthetic and option values – Biodiversity at global, National and local levels – India as a mega-diversity nation – Hot-spots of biodiversity – Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts – Endangered and endemic species of India – Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

UNIT – III

ENVIRONMENTAL POLLUTION: Definition, Cause, effects and control measures of :

- a. Air Pollution.
- b. Water pollution
- c. Soil pollution
- d. Marine pollution
- e. Noise pollution
- f. Thermal pollution
- g. Nuclear hazards

SOLID WASTE MANAGEMENT : Causes, effects and control measures of urban and industrial wastes – Role of an individual in prevention of pollution – Pollution case studies – Disaster management: floods, earthquake, cyclone and landslides.

UNIT – IV

SOCIAL ISSUES AND THE ENVIRONMENT: From Unsustainable to Sustainable development – Urban problems related to energy – Water conservation, rain water harvesting, watershed management – Resettlement and rehabilitation of people; its problems and concerns. Case studies – Environmental ethics: Issues and possible solutions – Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies – Wasteland reclamation. – Consumerism and waste products. – Environment Protection Act. – Air (Prevention and Control of Pollution) Act. – Water (Prevention and control of Pollution) Act – Wildlife Protection Act – Forest Conservation Act – Issues involved in enforcement of environmental legislation – Public awareness.

UNIT – V

HUMAN POPULATION AND THE ENVIRONMENT: Population growth, variation among nations. Population explosion – Family Welfare Programmed. – Environment and human health – Human Rights – Value Education – HIV/AIDS – Women and Child Welfare – Role of information Technology in Environment and human health – Case studies.

FIELD WORK : Visit to a local area to document environmental assets River/forest grassland/hill/mountain – Visit to a local polluted site-

Urban/Rural/Industrial/Agricultural Study of common plants, insects, and birds – river, hill slopes, etc..

TEXT BOOKS :

1. Text book of Environmental Studies for Undergraduate Courses by Erach Bharucha for University Grants Commission, Universities Press.
2. Environmental Studies by Kaushik, New Age Publishers.

REFERENCES :

1. Environmental studies by R.Rajagopalan, Oxford University Press.
2. Comprehensive Environmental studies by J.P.Sharma, Laxmi publications.
3. Introduction to Environmental engineering and science by Gilbert M. Masters and Wendell P. Ela - Printice hall of India Private limited.

Outcomes :

- (1) Students will get the sufficient information that will clarify modern environmental concepts like equitable use of natural resources, more sustainable life styles etc.
- (2) Students will realize the need to change their approach so as to perceive our own environmental issues correctly, using practical approach based on observation and self learning.
- (3) Students become conversant with the fact that there is a need to create a concern for our environment that will trigger pro-environmental action; including simple activities we can do in our daily life to protect it.

- (4) By studying environmental sciences, students is exposed to the environment that enables one to find out solution of various environmental problems encountered on and often.

At the end of the course, it is expected that students will be able to identify and analyze environmental problems as well as the risks associated with these problems and efforts to be taken to protect the environment from getting polluted. This will enable every human being to live in a more sustainable manner.

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY ANANTAPUR

B. Tech III-I Sem. (EEE)	L	T	P	C
	2	0	2	0

15A99501 SOCIAL VALUES & ETHICS (AUDIT COURSE)
(Common to all Branches)

UNIT - I

Introduction and Basic Concepts of Society: Family and Society: Concept of family, community, PRIs and other community based organizations and society, growing up in the family – dynamics and impact, Human values, Gender Justice.

Channels of Youth Moments for National Building: NSS & NCC: History, philosophy, aims & objectives; Emblems, flags, mottos, songs, badge etc.; Organizational structure, roles and responsibilities of various NSS functionaries. **Nehru Yuva Kendra (NYK):** Activities – Socio Cultural and Sports.

UNIT – II

Activities of NSS, NCC, NYK:

Citizenship: Basic Features Constitution of India, Fundamental Rights and Fundamental Duties, Human Rights, Consumer awareness and the legal rights of the consumer, RTI.

Youth and Crime: Sociological and psychological Factors influencing youth crime, Peer Mentoring in preventing crimes, Awareness about Anti-Ragging, Cyber Crime and its prevention, Juvenile Justice

Social Harmony and National Integration: Indian history and culture, Role of youth in peace-building and conflict resolution, Role of youth in Nation building.

UNIT – III

Environment Issues: Environment conservation, enrichment and Sustainability, Climate change, Waste management, Natural resource management (Rain water harvesting, energy conservation, waste land development, soil conservations and afforestation).

Health, Hygiene & Sanitation: Definition, needs and scope of health education, Food and Nutrition, Safe drinking water, Sanitation, Swachh Bharat Abhiyan.

Disaster Management: Introduction to Disaster Management, classification of disasters, Role of youth in Disaster Management. Home Nursing, First Aid.

Civil/ Self Defense: Civil defense services, aims and objectives of civil defense, Need for self defense training – Teakwondo, Judo, karate etc.,

UNIT – IV

Gender Sensitization: Understanding Gender – Gender inequality – Role of Family, Society and State; Challenges – Declining Sex Ratio – Sexual Harassment – Domestic

Violence; Gender Equality – Initiatives of Government – Schemes, Law; Initiates of NGOs – Awareness, Movements;

UNIT - V

Physical Education : Games & Sports: Health and Recreation – Biological basis of Physical activity – benefits of exercise – Physical, Psychological, Social; Physiology of Muscular Activity, Respiration, Blood Circulation.

Yoga: Basics of Yoga – Yoga Protocol, Postures, Asanas, Pranayama: Introduction of Kriyas, Bandhas and Mudras.

TEXT BOOKS:

1. NSS MANUAL
2. SOCIETY AND ENVIRONMENT: A.S.Chauha, Jain Brothers Publications, 6th Edition, 2006
3. INDIAN SOCIAL PROBLEM: G.R.Madan, Asian Publisher House
4. INDIAN SOCIAL PROBLEM: Ram Ahuja, Rawat Publications
5. HUMAN SOCIETY: Kingsley Davis, Macmillan
6. SOCIETY: Mac Iver D Page, Macmillan
7. SOCIOLOGY – THEMES AND PERSPECTIVES: Michael Honalambos, Oxford University Press
8. CONSTITUTION OF INDIA: D.D.Basu, Lexis Nexis Butterworth Publishers
9. National Youth Policy 2014 (available on www.yas.nic.in)
10. TOWARDS A WORLD OF EQUALS: A.Suneetha, Uma Bhrugudanda, Duggirala Vasantha, Rama Melkote, Vasudha Nagraj, Asma Rasheed, Gogu Shyamala, Deepa Streenivas and Susie Tharu
11. LIGHT ON YOGA : B.K.S.Iyengar, Penguin Random House Publishers

www.un.org

www.india.gov.in

www.yas.nic.in

<http://www.who.int/countries/ind/en/>

<http://www.ndma.gov.in>

<http://ayush.gov.in/event/common-yoga-protocol-2016-0>

(19A52301) UNIVERSAL HUMAN VALUES 2: UNDERSTANDING HARMONY
(Common to all)

Introduction:

This course discusses the role of human values in one's family. It, very briefly, touches issues related to their role in the society and the nature, which needs to be discussed at length in one more semester for which the foundation course names as "H-102 Universal Human Values 2 : "Understanding Harmony" is designed which may be covered in their III or IV Semester.

In the Induction Program, students would get an initial exposure to human values through Universal Human Values-I. This exposure is to be augmented by this compulsory full semester foundation course.

Course Objective:

The objective of the course is four fold:

- Development of a holistic perspective based on self-exploration about themselves (human being), family, society and nature/existence.
- Understanding (or developing clarity) of the harmony in the human being, family, society and nature/existence
- Strengthening of self-reflection.
- Development of commitment and courage to act.

COURSE TOPICS:

The course has 28 lectures and 14 practice sessions in 5 modules:

Unit 1:

Course Introduction - Need, Basic Guidelines, Content and Process for Value Education

- Purpose and motivation for the course, recapitulation from Universal Human Values-I
- Self-Exploration-what is it? - Its content and process; 'Natural Acceptance' and Experiential Validation- as the process for self-exploration
- Continuous Happiness and Prosperity- A look at basic Human Aspirations
- Right understanding, Relationship and Physical Facility- the basic requirements for fulfilment of aspirations of every human being with their correct priority
- Understanding Happiness and Prosperity correctly- A critical appraisal of the

current scenario

- Method to fulfil the above human aspirations: understanding and living in harmony at various levels.

Include practice sessions to discuss natural acceptance in human being as the innate acceptance for living with responsibility (living in relationship, harmony and co-existence) rather than as arbitrariness in choice based on liking-disliking

Unit 2:

Understanding Harmony in the Human Being - Harmony in Myself!

- Understanding human being as a co-existence of the sentient 'I' and the material 'Body'
- Understanding the needs of Self ('I') and 'Body' - happiness and physical facility
- Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer)
- Understanding the characteristics and activities of 'I' and harmony in 'I'
- Understanding the harmony of I with the Body: Sanyam and Health; correct appraisal of Physical needs, meaning of Prosperity in detail
- Programs to ensure Sanyam and Health.

Include practice sessions to discuss the role others have played in making material goods available to me. Identifying from one's own life. Differentiate between prosperity and accumulation. Discuss program for ensuring health vs dealing with disease

Unit 3:

Understanding Harmony in the Family and Society- Harmony in Human- Human Relationship

- Understanding values in human-human relationship; meaning of Justice (nine universal values in relationships) and program for its fulfilment to ensure mutual happiness; Trust and Respect as the foundational values of relationship
- Understanding the meaning of Trust; Difference between intention and competence
- Understanding the meaning of Respect, Difference between respect and differentiation; the other salient values in relationship
- Understanding the harmony in the society (society being an extension of family): Resolution, Prosperity, fearlessness (trust) and co-existence as comprehensive Human Goals
- Visualizing a universal harmonious order in society- Undivided Society, Universal Order- from family to world family.

Include practice sessions to reflect on relationships in family, hostel and institute as

extended family, real life examples, teacher-student relationship, goal of education etc. Gratitude as a universal value in relationships. Discuss with scenarios. Elicit examples from students' lives

Unit 4:

Understanding Harmony in the Nature and Existence - Whole existence as Coexistence

- Understanding the harmony in the Nature
- Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self-regulation in nature
- Understanding Existence as Co-existence of mutually interacting units in all-pervasive space
- Holistic perception of harmony at all levels of existence.

Include practice sessions to discuss human being as cause of imbalance in nature (film "Home" can be used), pollution, depletion of resources and role of technology etc.

Unit 5:

Implications of the above Holistic Understanding of Harmony on Professional Ethics

- Natural acceptance of human values
- Definitiveness of Ethical Human Conduct
- Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order
- Competence in professional ethics: a. Ability to utilize the professional competence for augmenting universal human order b. Ability to identify the scope and characteristics of people friendly and eco-friendly production systems, c. Ability to identify and develop appropriate technologies and management patterns for above production systems.
- Case studies of typical holistic technologies, management models and production systems
- Strategy for transition from the present state to Universal Human Order: a. At the level of individual: as socially and ecologically responsible engineers, technologists and managers b. At the level of society: as mutually enriching institutions and organizations
- Sum up.

Include practice Exercises and Case Studies will be taken up in Practice (tutorial) Sessions eg. To discuss the conduct as an engineer or scientist etc.

Text Book

1. R R Gaur, R Asthana, G P Bagaria, "A Foundation Course in Human Values and Professional Ethics", 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1
2. R R Gaur, R Asthana, G P Bagaria, "Teachers' Manual for A Foundation Course in Human Values and Professional Ethics", 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-53-2

Reference Books

1. Jeevan Vidya: Ek Parichaya, A Nagaraj, Jeevan Vidya Prakashan, Amar kantik, 1999.
2. A. N. Tripathi, "Human Values", New Age Intl. Publishers, New Delhi, 2004.
3. The Story of Stuff (Book).
4. Mohandas Karamchand Gandhi "The Story of My Experiments with Truth"
5. E. F. Schumacher. "Small is Beautiful"
6. Slow is Beautiful –Cecile Andrews
7. J C Kumarappa "Economy of Permanence"
8. Pandit Sunderlal "Bharat Mein Angreji Raj"
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11. India Wins Freedom - Maulana Abdul Kalam Azad
12. Vivekananda - Romain Rolland(English)
13. Gandhi - Romain Rolland (English)

MODE OF CONDUCT (L-T-P-C 2-1-0-2)

Lecture hours are to be used for interactive discussion, placing the proposals about the topics at hand and motivating students to reflect, explore and verify them. Tutorial hours are to be used for practice sessions.

While analyzing and discussing the topic, the faculty mentor's role is in pointing to essential elements to help in sorting them out from the surface elements. In other words, help the students explore the important or critical elements.

In the discussions, particularly during practice sessions (tutorials), the mentor encourages the student to connect with one's own self and do self-observation, self-reflection and self-exploration.

Scenarios may be used to initiate discussion. The student is encouraged to take up "ordinary" situations rather than "extra-ordinary" situations. Such observations and their analyses are shared and discussed with other students and faculty mentor, in a group sitting.

Tutorials (experiments or practical) are important for the course. The difference is that the laboratory is everyday life, and practicals are how you behave and work in real life. Depending on the nature of topics, worksheets, home assignments and/or activities are

included. The practice sessions (tutorials) would also provide support to a student in performing actions commensurate to his/her beliefs. It is intended that this would lead to development of commitment, namely behaving and working based on basic human values.

OUTCOME OF THE COURSE:

By the end of the course,

- Students are expected to become more aware of themselves, and their surroundings (family, society, nature)
- 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.

(19A99301) ENVIRONMENTAL SCIENCE
(Common to all)

Course Objectives:

- To make the students to get awareness on environment
- To understand the importance of protecting natural resources, ecosystems for future generations and pollution causes due to the day to day activities of human life
- To save earth from the inventions by the engineers.

UNIT – I

Multidisciplinary Nature Of Environmental Studies: – Definition, Scope and Importance – Need for Public Awareness.

Natural Resources : Renewable and non-renewable resources – Natural resources and associated problems – Forest resources – Use and over – exploitation, deforestation, case studies – Timber extraction – Mining, dams and other effects on forest and tribal people – Water resources – Use and over utilization of surface and ground water – Floods, drought, conflicts over water, dams – benefits and problems – Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies – Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. – Energy resources:

Unit Outcomes

- To know the importance of public awareness
- To know about the various resources

UNIT – II

Ecosystems: Concept of an ecosystem. – Structure and function of an ecosystem – Producers, consumers and decomposers – Energy flow in the ecosystem – Ecological succession – Food chains, food webs and ecological pyramids – Introduction, types, characteristic features, structure and function of the following ecosystem:

- a. Forest ecosystem.
- b. Grassland ecosystem
- c. Desert ecosystem
- d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Biodiversity And Its Conservation : Introduction 0 Definition: genetic, species and ecosystem diversity – Bio-geographical classification of India – Value of biodiversity: consumptive use, Productive use, social, ethical, aesthetic and option values – Biodiversity at

global, National and local levels – India as a mega-diversity nation – Hot-spots of biodiversity – Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts – Endangered and endemic species of India – Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

Course Outcomes:

- To know about various eco systems and their characteristics
- To know about the biodiversity and its conservation

UNIT – III

Environmental Pollution: Definition, Cause, effects and control measures of :

- a. Air Pollution.
- b. Water pollution
- c. Soil pollution
- d. Marine pollution
- e. Noise pollution
- f. Thermal pollution
- g. Nuclear hazards

Solid Waste Management : Causes, effects and control measures of urban and industrial wastes – Role of an individual in prevention of pollution – Pollution case studies – Disaster management: floods, earthquake, cyclone and landslides.

Course Outcomes:

- To know about the various sources of pollution.
- To know about the various sources of solid waste and preventive measures.
- To know about the different types of disasters and their managerial measures.

UNIT – IV

Social Issues And The Environment: From Unsustainable to Sustainable development – Urban problems related to energy – Water conservation, rain water harvesting, watershed management – Resettlement and rehabilitation of people; its problems and concerns. Case studies – Environmental ethics: Issues and possible solutions – Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies – Wasteland reclamation. – Consumerism and waste products. – Environment Protection Act. – Air (Prevention and Control of Pollution) Act. – Water (Prevention and control of Pollution) Act – Wildlife Protection Act – Forest Conservation Act – Issues involved in enforcement of environmental legislation – Public awareness.

Course Outcomes:

- To know about the social issues related to environment and their protection acts.
- To know about the various sources of conservation of natural resources.
- To know about the wild life protection and forest conservation acts.

UNIT – V

Human Population And The Environment: Population growth, variation among nations. Population explosion – Family Welfare Programmes. – Environment and human health – Human Rights – Value Education – HIV/AIDS – Women and Child Welfare – Role of information Technology in Environment and human health – Case studies.

Field Work: Visit to a local area to document environmental assets River/forest grassland/hill/mountain – Visit to a local polluted site-Urban/Rural/Industrial/Agricultural Study of common plants, insects, and birds – river, hill slopes, etc..

Unit Outcomes:

- To know about the population explosion and family welfare programmes.
- To identify the natural assets and related case studies.

Course Outcomes:

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

- Grasp multidisciplinary nature of environmental studies and various renewable and nonrenewable resources.
- Understand flow and bio-geo- chemical cycles and ecological pyramids.
- Understand various causes of pollution and solid waste management and related preventive measures.
- About the rainwater harvesting, watershed management, ozone layer depletion and waste land reclamation.
- Casus of population explosion, value education and welfare programmes.

TEXT BOOKS :

1. Text book of Environmental Studies for Undergraduate Courses Erach Bharucha for University Grants Commission, Universities Press.
2. Palaniswamy, “Environmental Studies”, Pearson education
3. S.Azeem Unnisa, “Environmental Studies” Academic Publishing Company
4. K.Raghavan Nambiar, “Text book of Environmental Studies for Undergraduate Courses as per UGC model syllabus”, Scitech Publications(India), Pvt. Ltd.

REFERENCES :

1. Deeksha Dave and E.Sai Baba Reddy, "Textbook of Environmental Science", Cengage Publications.
2. M.Anji Reddy, "Text book of Environmental Sciences and Technology", BS Publication.
3. J.P.Sharma, Comprehensive Environmental studies, Laxmi publications.
4. J. Glynn Henry and Gary W. Heinke, "Environmental Sciences and Enginecring", Prentice hall of India Private limited
5. G.R.Chatwal, "A Text Book of Environmental Studies" Himalaya Pubilishing House
6. Gilbert M. Masters and Wendell P. Ela, "Introduction to Environmental Engineering and Science, Prentice hall of India Private limited.

(19A99601) MANDATORY COURSE: RESEARCH METHODOLOGY

(Common to all)

Course Objectives :

The objective of this course is

- To understand the basic concepts of research and research problem
- To make the students learn about various types of data collection and sampling design
- To enable them to know the method of statistical evaluation
- To make the students understand various testing tools in research
- To make the student learn how to write a research report
- To create awareness on ethical issues in research

Syllabus

UNIT- I

Meaning of Research – Objectives of Research – Types of Research – Research Approaches – Guidelines for Selecting and Defining a Research Problem – Research Design – Concepts related to Research Design – Basic Principles of Experimental Design.

Learning Outcomes:-

After completion of this unit student will

- Understand the concept of research and its process
- Explain various types of research
- Know the steps involved in research design
- Understand the different research approaches

UNIT- II

Sampling Design – steps in Sampling Design – Characteristics of a Good Sample Design – Random Sampling Design. Measurement and Scaling Techniques-Errors in Measurement – Tests of Sound Measurement – Scaling and Scale Construction Techniques – Time Series Analysis – Interpolation and Extrapolation. Data Collection Methods – Primary Data – Secondary data – Questionnaire Survey and Interviews.

Learning Outcomes:-

After completion of this unit student will

- Understand the concept of sampling and sampling design
- Explain various techniques in measurement and scaling

- Learn various methods of data collection
- Design survey questionnaires for different kinds of research
- Analyze the questionnaires

UNIT- III

Correlation and Regression Analysis – Method of Least Squares – Regression vs Correlation – Correlation vs Determination – Types of Correlations and Their Applications

Learning Outcomes:-

After completion of this unit student will

- Know the association of two variables
- Understand the importance of correlation and regression
- Compare and contrast correlation and regression
- Learn various types of correlation
- Apply the knowledge of C&R Analysis to get the results

UNIT- IV

Statistical Inference: Tests of Hypothesis – Parametric vs Non-parametric Tests – Hypothesis Testing Procedure – Sampling Theory – Sampling Distribution – Chi-square Test – Analysis of variance and Co-variance – Multivariate Analysis

Learning Outcomes:-

After completion of this unit student will

- Know the statistical inference
- Understand the hypothesis testing procedure
- Compare and contrast Parametric and Non-parametric Tests
- Understand the use of chi-square test in investigating the distribution of categorical variables
- Analyze the significance of variance and covariance

UNIT- V

Report Writing and Professional Ethics: Interpretation of Data – Report Writing – Layout of a Research Paper – Techniques of Interpretation- Making Scientific Presentations in Conferences and Seminars – Professional Ethics in Research.

Learning Outcomes:-

After completion of this unit student will

- Learn about report writing
- Understand how to write research paper

- Explain various techniques of interpretation
- Understand the importance of professional ethics in research
- Design a scientific paper to present in the conferences/seminars

Course Outcomes:

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

- Understand basic concepts and its methodologies
- Demonstrate the knowledge of research processes
- Read, comprehend and explain research articles in their academic discipline
- Analyze various types of testing tools used in research
- Design a research paper without any ethical issues

TEXT BOOKS:

1. C.R.Kothari, "Research Methodology:Methods and Techniques",2nd edition, New Age International Publishers.
2. A Step by Step Guide for Beginners, "Research Methodology": Ranjit Kumar, Sage Publications

REFERENCES:

1. P.Narayana Reddy and G.V.R.K.Acharyulu, "Research Methodology and Statistical Tools", 1st Edition, Excel Books,New Delhi.
2. Donald R. "Business Research Methods", Cooper & Pamela S Schindler, 9th edition.
3. S C Gupta, "Fundamentals of Statistics", 7th edition Himalaya Publications

(19A99501) MANDATORY COURSE: CONSTITUTION OF INDIA
(Common to all)

COURSE OBJECTIVES : The objective of this course is

- To Enable the student to understand the importance of constitution
- To understand the structure of executive, legislature and judiciary
- To understand philosophy of fundamental rights and duties
- To understand the autonomous nature of constitutional bodies like Supreme Court and high court controller and auditor general of India and Election Commission of India.
- To understand the central-state relation in financial and administrative control

Syllabus

UNIT-I

Introduction to Indian Constitution – Constitution -Meaning of the term - Indian Constitution- Sources and constitutional history - Features– Citizenship – Preamble - Fundamental Rights and Duties - Directive Principles of State Policy.

Learning Outcomes:-

After completion of this unit student will

- Understand the concept of Indian constitution
- Apply the knowledge on directive principle of state policy
- Analyze the History and features of Indian constitution
- Learn about Preamble, Fundamental Rights and Duties

UNIT-II

Union Government and its Administration Structure of the Indian Union - Federalism - Centre-State relationship – President's Role, power and position - PM and Council of ministers - Cabinet and Central Secretariat –Lok Sabha - Rajya Sabha - The Supreme Court and High Court - Powers and Functions

Learning Outcomes:-

After completion of this unit student will

- Understand the structure of Indian government
- Differentiate between the state and central government

- Explain the role of President and Prime Minister
- Know the Structure of supreme court and High court

UNIT-III

State Government and its Administration - Governor - Role and Position -CM and Council of ministers - State Secretariat-Organization Structure and Functions

Learning Outcomes:-

After completion of this unit student will

- Understand the structure of state government
- Analyze the role of Governor and Chief Minister
- Explain the role of State Secretariat
- Differentiate between structure and functions of state secretariat

UNIT-IV

Local Administration - District's Administration Head - Role and Importance - Municipalities - Mayor and role of Elected Representatives -CEO of Municipal Corporation Pachayati Raj - Functions- PRI -Zilla Parishath - Elected officials and their roles - CEO,Zilla Parishath - Block level Organizational Hierarchy - (Different departments) - Village level - Role of Elected and Appointed officials - Importance of grass root democracy

Learning Outcomes:-

After completion of this unit student will

- Understand the local Administration
- Compare and contrast district administration's role and importance
- Analyze the role of Mayor and elected representatives of Municipalities
- Learn about the role of Zilla Parishath block level organization

UNIT-V

Election Commission - Election Commission- Role of Chief Election Commissioner and Election Commissionerate - State Election Commission -Functions of Commissions for the welfare of SC/ST/OBC and Women

Learning Outcomes:-

After completion of this unit student will

- Know the role of Election Commission
- Contrast and compare the role of Chief Election commissioner and Commissionerate
- Analyze the role of state election commission
- Evaluate various commissions viz SC/ST/OBC and women

Course Outcomes:

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

- Understand historical background of the constitution making and its importance for building a democratic India.
- Understand the functioning of three wings of the government ie., executive, legislative and judiciary.
- Understand the value of the fundamental rights and duties for becoming good citizen of India.
- Analyze the decentralization of power between central, state and local self-government
- Apply the knowledge in strengthening of the constitutional institutions like CAG, Election Commission and UPSC for sustaining democracy.

TEXT BOOKS

1. Durga Das Basu, "Introduction to the Constitution of India", Prentice – Hall of India Pvt. Ltd.. New Delhi
2. Subash Kashyap, "Indian Constitution", National Book Trust

REFERENCES:

1. J.A. Siwach, "Dynamics of Indian Government & Politics".
2. H.M.Sreevai, "Constitutional Law of India", 4th edition in 3 volumes (Universal Law Publication)
3. J.C. Johari, "Indian Government and Politics", Hans India
4. M.V. Pylee, "Indian Constitution", Durga Das Basu, Human Rights in Constitutional Law, Prentice – Hall of India Pvt. Ltd.. New Delhi

E-RESOURCES:

- 1.nptel.ac.in/courses/109104074/8
- 2.nptel.ac.in/courses/109104045/
- 3.nptel.ac.in/courses/101104065/
- 4.www.hss.iitb.ac.in/en/lecture-details
- 5.www.iitb.ac.in/en/event/2nd-lecture-institute-lecture-series-indian-constitution

(19A01802a) DISASTER MANGEMENT
OPEN ELECTIVE-IV

Course Objectives:

The objective of this course is to:

- Develop an understanding of why and how the modern disaster manager is involved with pre-disaster and post-disaster activities.
- Develop an awareness of the chronological phases of natural disaster response and refugee relief operations. Understand how the phases of each are parallel and how they differ.
- Understand the 'relief system' and the 'disaster victim.'
- Describe the three planning strategies useful in mitigation.
- Identify the regulatory controls used in hazard management.
- Describe public awareness and economic incentive possibilities.
- Understand the tools of post-disaster management.

SYLLABUS

UNIT-I:

Natural Hazards And Disaster Management: Introduction of DM – Inter disciplinary -nature of the subject– Disaster Management cycle – Five priorities for action. Case study methods of the following: floods, draughts – Earthquakes – global warming, cyclones & Tsunamis – Post Tsunami hazards along the Indian coast – landslides.

Learning Outcomes:

After completing this Unit, students will be able to

- To know about the natural hazards and its management
- To understand about the global warming, cyclones and tsunamis

UNIT-II:

Man Made Disaster And Their Management Along With Case Study Methods Of The Following: Fire hazards – transport hazard dynamics – solid waste management – post disaster – bio terrorism -threat in mega cities, rail and air craft's accidents, and Emerging infectious diseases & Aids and their management.

Learning Outcomes:

After completing this Unit, students will be able to

- To know about the fire hazards and solid waste management
- To understand about the emerging infectious diseases and aids their management.

UNIT-III:

Risk and Vulnerability: Building codes and land use planning – social vulnerability – environmental vulnerability – Macroeconomic management and sustainable development, climate change risk rendition – financial management of disaster – related losses.

Learning Outcomes:

After completing this Unit, students will be able to

- To know about the regulations of building codes and land use planning related to risk and vulnerability.
- To understand about the financial management of disaster and related losses

UNIT-IV:

Role Of Technology In Disaster Managements: Disaster management for infra structures, taxonomy of infra structure – treatment plants and process facilities-electrical substations-roads and bridges- mitigation programme for earth quakes –flowchart, geospatial information in agriculture drought assessment-multimedia technology in disaster risk management and training- transformable indigenous knowledge in disaster reduction.

Learning Outcomes:

After completing this Unit, students will be able to

- To know about the technological aspects of disaster management
- To understand about the factors for disaster reduction

UNIT-V:

Education and Community Preparedness: Education in disaster risk reduction-Essentials of school disaster education-Community capacity and disaster resilience-Community based disaster recovery -Community based disaster management and social capital-Designing resilience- building community capacity for action.

Learning Outcomes:

After completing this Unit, students will be able to

- To impart the education related to risk reduction in schools and communities

Course Outcomes:

Upon the successful completion of this course, the students will be able to:

- Affirm the usefulness of integrating management principles in disaster mitigation work
- Distinguish between the different approaches needed to manage pre- during and post-disaster periods
- Explain the process of risk management
- Relate to risk transfer

TEXT BOOKS

1. Rajib shah & R R Krishnamurthy “Disaster Management” – Global Challenges and Local Solutions’ Universities press. (2009),
2. Tushar Bhattacharya, “Disaster Science & Management” Tata McGraw Hill Education Pvt. Ltd., New Delhi.
3. Jagbir Singh “Disaster Management” – Future Challenges and Opportunities’ I K International Publishing House Pvt. Ltd. (2007),

REFERENCE BOOKS

1. Harsh. K . Gupta “Disaster Management edited”, Universities press, 2003.

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY ANANTAPUR
B.Tech-CSE – II-I Sem

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3	0	0	3

(20A52201) UNIVERSAL HUMAN VALUES
(Common to all branches)

Course Objective:

The objective of the course is four fold:

- Development of a holistic perspective based on self-exploration about themselves (human being), family, society and nature/existence.
- Understanding (or developing clarity) of the harmony in the human being, family, society and nature/existence
- Strengthening of self-reflection.
- Development of commitment and courage to act.

COURSE TOPICS:

The course has 28 lectures and 14 practice sessions in 5 modules:

Unit 1:

Course Introduction - Need, Basic Guidelines, Content and Process for Value Education

- Purpose and motivation for the course, recapitulation from Universal Human Values-I
- Self-Exploration–what is it? - Its content and process; ‘Natural Acceptance’ and Experiential Validation- as the process for self-exploration
- Continuous Happiness and Prosperity- A look at basic Human Aspirations
- Right understanding, Relationship and Physical Facility- the basic requirements for fulfilment of aspirations of every human being with their correct priority
- Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario
- Method to fulfil the above human aspirations: understanding and living in harmony at various levels.

Include practice sessions to discuss natural acceptance in human being as the innate acceptance for living with responsibility (living in relationship, harmony and co-existence) rather than as arbitrariness in choice based on liking-disliking

Unit 2:

Understanding Harmony in the Human Being - Harmony in Myself!

- Understanding human being as a co-existence of the sentient ‘I’ and the material ‘Body’
- Understanding the needs of Self (‘I’) and ‘Body’ - happiness and physical facility

- Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer)
- Understanding the characteristics and activities of 'I' and harmony in 'I'
- Understanding the harmony of I with the Body: Sanyam and Health; correct appraisal of Physical needs, meaning of Prosperity in detail
- Programs to ensure Sanyam and Health.

Include practice sessions to discuss the role others have played in making material goods available to me. Identifying from one's own life. Differentiate between prosperity and accumulation. Discuss program for ensuring health vs dealing with disease

Unit 3:

Understanding Harmony in the Family and Society- Harmony in Human- Human Relationship

- Understanding values in human-human relationship; meaning of Justice (nine universal values in relationships) and program for its fulfilment to ensure mutual happiness; Trust and Respect as the foundational values of relationship
- Understanding the meaning of Trust; Difference between intention and competence
- Understanding the meaning of Respect, Difference between respect and differentiation; the other salient values in relationship
- Understanding the harmony in the society (society being an extension of family): Resolution, Prosperity, fearlessness (trust) and co-existence as comprehensive Human Goals
- Visualizing a universal harmonious order in society- Undivided Society, Universal Order- from family to world family.

Include practice sessions to reflect on relationships in family, hostel and institute as extended family, real life examples, teacher-student relationship, goal of education etc. Gratitude as a universal value in relationships. Discuss with scenarios. Elicit examples from students' lives

Unit 4:

Understanding Harmony in the Nature and Existence - Whole existence as Coexistence

- Understanding the harmony in the Nature
- Interconnectedness and mutual fulfilment among the four orders of nature- recyclability and self-regulation in nature
- Understanding Existence as Co-existence of mutually interacting units in all- pervasive space
- Holistic perception of harmony at all levels of existence.

Include practice sessions to discuss human being as cause of imbalance in nature (film "Home" can be used), pollution, depletion of resources and role of technology etc.

Unit 5:**Implications of the above Holistic Understanding of Harmony on Professional Ethics**

- Natural acceptance of human values
- Definitiveness of Ethical Human Conduct
- Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order
- Competence in professional ethics: a. Ability to utilize the professional competence for augmenting universal human order b. Ability to identify the scope and characteristics of people friendly and eco-friendly production systems, c. Ability to identify and develop appropriate technologies and management patterns for above production systems.
- Case studies of typical holistic technologies, management models and production systems
- Strategy for transition from the present state to Universal Human Order: a. At the level of individual: as socially and ecologically responsible engineers, technologists and managers b. At the level of society: as mutually enriching institutions and organizations
- Sum up.

Include practice Exercises and Case Studies will be taken up in Practice (tutorial) Sessions eg. To discuss the conduct as an engineer or scientist etc.

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6. Slow is Beautiful –Cecile Andrews
7. J C Kumarappa "Economy of Permanence"
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9. Dharampal, "Rediscovering India"
10. Mohandas K. Gandhi, "Hind Swaraj or Indian Home Rule"
11. India Wins Freedom - Maulana Abdul Kalam Azad
12. Vivekananda - Romain Rolland (English)
13. Gandhi - Romain Rolland (English)

MOE OF CONDUCT (L-T-P-C 2-1-0-2)

Lecture hours are to be used for interactive discussion, placing the proposals about the topics at hand and motivating students to reflect, explore and verify them. Tutorial hours are to be used for practice sessions.

While analyzing and discussing the topic, the faculty mentor's role is in pointing to essential elements to help in sorting them out from the surface elements. In other words, help the students explore the important or critical elements.

In the discussions, particularly during practice sessions (tutorials), the mentor encourages the student to connect with one's own self and do self-observation, self-reflection and self-exploration.

Scenarios may be used to initiate discussion. The student is encouraged to take up "ordinary" situations rather than "extra-ordinary" situations. Such observations and their analyses are shared and discussed with other students and faculty mentor, in a group sitting.

Tutorials (experiments or practical) are important for the course. The difference is that the laboratory is everyday life, and practicals are how you behave and work in real life. Depending on the nature of topics, worksheets, home assignments and/or activities are included. The practice sessions (tutorials) would also provide support to a student in performing actions commensurate to his/her beliefs. It is intended that this would lead to development of commitment, namely behaving and working based on basic human values.

OUTCOME OF THE COURSE:

By the end of the course,

- Students are expected to become more aware of themselves, and their surroundings (family, society, nature)
- 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.

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY ANANTAPUR
B.Tech-CSE – III-I Sem

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20A99201 ENVIRONMENTAL SCIENCE
 (Common to All Branches of Engineering)

Course Objectives:

- To make the students to get awareness on environment
- To understand the importance of protecting natural resources, ecosystems for future generations and pollution causes due to the day to day activities of human life
- To save earth from the inventions by the engineers.

Course Outcomes (CO):

- At the end of the course, the student will be able to
- Grasp multidisciplinary nature of environmental studies and various renewable and nonrenewable resources.
 - Understand flow and bio-geo- chemical cycles and ecological pyramids.
 - Understand various causes of pollution and solid waste management and related preventive measures.
 - About the rainwater harvesting, watershed management, ozone layer depletion and waste land reclamation.
 - Casus of population explosion, value education and welfare programmes.

UNIT - I**8 Hrs**

Multidisciplinary Nature Of Environmental Studies: – Definition, Scope and Importance – Need for Public Awareness.

Natural Resources : Renewable and non-renewable resources – Natural resources and associated problems – Forest resources – Use and over – exploitation, deforestation, case studies – Timber extraction – Mining, dams and other effects on forest and tribal people – Water resources – Use and over utilization of surface and ground water – Floods, drought, conflicts over water, dams – benefits and problems – Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies – Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. – Energy resources:

UNIT - II**12 Hrs**

Ecosystems: Concept of an ecosystem. – Structure and function of an ecosystem – Producers, consumers and decomposers – Energy flow in the ecosystem – Ecological succession – Food chains, food webs and ecological pyramids – Introduction, types, characteristic features, structure and function of the following ecosystem:

- Forest ecosystem.
- Grassland ecosystem
- Desert ecosystem
- Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Biodiversity And Its Conservation : Introduction 0 Definition: genetic, species and ecosystem diversity – Bio-geographical classification of India – Value of biodiversity: consumptive use, Productive use, social, ethical, aesthetic and option values – Biodiversity at global, National and local levels – India as a mega-diversity nation – Hot-spots of biodiversity – Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts – Endangered and endemic species of India – Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

UNIT - III**8 Hrs**

Environmental Pollution: Definition, Cause, effects and control measures of :

- Air Pollution.
- Water pollution
- Soil pollution
- Marine pollution
- Noise pollution

- f. Thermal pollution
- g. Nuclear hazards

Solid Waste Management: Causes, effects and control measures of urban and industrial wastes – Role of an individual in prevention of pollution – Pollution case studies – Disaster management: floods, earthquake, cyclone and landslides.

UNIT - IV

10 Hrs

Social Issues and the Environment: From Unsustainable to Sustainable development – Urban problems related to energy – Water conservation, rain water harvesting, watershed management – Resettlement and rehabilitation of people; its problems and concerns. Case studies – Environmental ethics: Issues and possible solutions – Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies – Wasteland reclamation. – Consumerism and waste products. – Environment Protection Act. – Air (Prevention and Control of Pollution) Act. – Water (Prevention and control of Pollution) Act – Wildlife Protection Act – Forest Conservation Act – Issues involved in enforcement of environmental legislation – Public awareness.

UNIT - V

8 Hrs

Human Population And The Environment: Population growth, variation among nations. Population explosion – Family Welfare Programmes. – Environment and human health – Human Rights – Value Education – HIV/AIDS – Women and Child Welfare – Role of information Technology in Environment and human health – Case studies.

Field Work: Visit to a local area to document environmental assets River/forest grassland/hill/mountain – Visit to a local polluted site-Urban/Rural/Industrial/Agricultural Study of common plants, insects, and birds – river, hill slopes, etc..

Textbooks:

1. Text book of Environmental Studies for Undergraduate Courses ErachBharucha for University Grants Commission, Universities Press.
2. Palaniswamy, "Environmental Studies", Pearson education
3. S.AzeemUnnisa, "Environmental Studies" Academic Publishing Company
4. K.Raghavan Nambiar, "Text book of Environmental Studies for Undergraduate Courses as per UGC model syllabus", Scitech Publications (India), Pvt. Ltd.

Reference Books:

1. Deeksha Dave and E.Sai Baba Reddy, "Textbook of Environmental Science", Cengage Publications.
2. M.Anji Reddy, "Text book of Environmental Sciences and Technology", BS Publication.
3. J.P.Sharma, Comprehensive Environmental studies, Laxmi publications.
4. J. Glynn Henry and Gary W. Heinke, "Environmental Sciences and Engineering", Prentice hall of India Private limited
5. G.R.Chatwal, "A Text Book of Environmental Studies" Himalaya Publishing House
6. Gilbert M. Masters and Wendell P. Ela, "Introduction to Environmental Engineering and Science, Prentice hall of India Private limited.

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY ANANTAPUR
B.Tech (CSE)– III-II Sem **L T P C**
2 0 0 0
(20A99601) INTELLECTUAL PROPERTY RIGHTS AND PATENTS
(Mandatory Non-Credit Course)

Course Objectives:

- This course introduces the student to the basics of Intellectual Property Rights, Copy Right Laws, Cyber Laws, Trade Marks and Issues related to Patents. The overall idea of the course is to help and encourage the student for startups and innovations

Course Outcomes:

- Understand IPR law & Cyber law
- Discuss registration process, maintenance and litigations associated with trademarks
- Illustrate the copy right law

Enumerate the trade secret law.

UNIT I

Introduction to Intellectual Property Law – Evolutionary past – Intellectual Property Law Basics – Types of Intellectual Property – Innovations and Inventions of Trade related Intellectual Property Rights – Agencies Responsible for Intellectual Property Registration – Infringement – Regulatory – Overuse or Misuse of Intellectual Property Rights – Compliance and Liability Issues.

UNIT II

Introduction to Copyrights – Principles of Copyright – Subject Matters of Copyright – Rights Afforded by Copyright Law – Copyright Ownership – Transfer and Duration – Right to Prepare Derivative Works – Rights of Distribution – Rights of performers – Copyright Formalities and Registration – Limitations – Infringement of Copyright – International Copyright Law-Semiconductor Chip Protection Act.

UNIT III

Introduction to Patent Law – Rights and Limitations – Rights under Patent Law – Patent Requirements – Ownership and Transfer – Patent Application Process and Granting of Patent – Patent Infringement and Litigation – International Patent Law – Double Patenting – Patent Searching – Patent Cooperation Treaty – New developments in Patent Law- Invention Developers and Promoters.

UNIT IV

Introduction to Trade Mark – Trade Mark Registration Process – Post registration procedures – Trade Mark maintenance – Transfer of rights – Inter parties Proceedings – Infringement – Dilution of Ownership of Trade Mark – Likelihood of confusion – Trade Mark claims – Trade Marks Litigation – International Trade Mark Law.

UNIT V

Introduction to Trade Secrets – Maintaining Trade Secret – Physical Security – Employee Access Limitation – Employee Confidentiality Agreement – Trade Secret Law – Unfair Competition – Trade Secret Litigation – Breach of Contract – Applying State Law. Introduction to Cyber Law – Information Technology Act – Cyber Crime and E-commerce – Data Security – Confidentiality – Privacy – International aspects of Computer and Online Crime.

Textbooks:

1. Deborah E.Bouchoux: "Intellectual Property". Cengage learning, New Delhi
2. Kompal Bansal &Parishit Bansal "Fundamentals of IPR for Engineers", BS Publications (Press)
3. Cyber Law. Texts & Cases, South-Western's Special Topics Collections

References:

1. Prabhuddha Ganguli: ' Intellectual Property Rights" Tata Mc-Graw – Hill, New Delhi
2. Richard Stim: "Intellectual Property", Cengage Learning, New Delhi.
3. R. Radha Krishnan, S. Balasubramanian: "Intellectual Property Rights", Excel Books. New Delhi.
4. M. Ashok Kumar and Mohd. Iqbal Ali: "Intellectual Property Right" Serials Pub.

2. Women Empowerment Cell Activities.


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Peddasettipalli (V), Proddatur-516360.




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Women Empowerment Cell Activities

Academic Year	No. of Events conducted
2022-2023	6
2021-2022	5
2020-2021	5
2019-2020	4
2018-2019	3


Convener
Women Empowerment Cell


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WOMEN EMPOWERMENT/PROTECTION CELL ACTIVITIES 2022-23

S.NO	Name of the Activity	Date of Event	Resource person/ Organiser/Convener	Participants
1.	International Women's Day	07-3-2023	Ms. S. Vandana, Assistant Professor in ECE	Students ,Staff
2.	Rangoli competition	04-3-2023	Ms. I. Sai Prasanna, Assistant Professor in ECE	Students
3.	Elocution competition	01-02-2023	Mrs. B.V.R .Bhanu Assistant Professor BSc&H Dept	Students
4.	Essay Writing on Women Education	12-12-2022	Ms. B. Devi Ananya, Assistant Professor in MBA	Students
5.	Musical Chairs, Tug of War	09-09-2022	Ms.C.Bhageerathi, Assistant Professor in MBA	Students
6.	Webinar on Gender Equality today for Sustainable tomorrow	08-08-2022	Mrs. M. Lakshmi Prasanna Senior Advocate	Students ,Staff


Convener

Women Empowerment Cell


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WOMEN EMPOWERMENT /PROTECTION CELL ACTIVITIES 2021-22

S.NO	Name of the Activity	Date of Event	Resource person/ Organiser/Convener	Participants
1.	International Women's Day 2k22	08-03-2022	Ms. C. Bhageerathi, Assistant Professor in MBA	Students
2.	Mchandi competition	05-3-2022	Ms. I. Sai Prasanna, Assistant Professor in ECE	Students ,Staff
3.	Badminton competition	04-02-2022	Mrs. M. Lakshmi Devi Assistant Professor BSc&H Dept	Students
4.	Poster presentation on Inspiring women from India	05-01-2022	Ms. B. Devi Ananya Assistant Professor MBA Dept	Students
5.	Essay Writing on Importance of Mother Tongue	12-12-2021	Ms. B. Chandrika Assistant Professor CSE Dept	Students ,Staff


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WOMEN EMPOWERMENT /PROTECTION CELL ACTIVITIES 2020--21

S.NO.	Name of the Activity	Date of Event	Resource person/ Organiser/Convener	Participants
1.	Rangoli, Musical chairs, Essay Writing	08-03-2021	Ms. S.Vandana, Assistant Professor in ECE	Women Faculty ,Girls Students
2.	Poster Presentation in Role of Mother in our Life	13-5-2021	Mrs.P.Asiya Tapaswin Assistant Professor,ECE Dept	Students
3.	Seminar on Women Entrepreneurs in India	23-01-21	Ms.C.Bhageerathi Assistant Professor MBA Dept	Students
4.	Awareness Program on Health & Hygiene	04-01-21	Dr. N. Kathya Gynaecologist	Women Faculty ,Girls Students
5.	Elocution Competition	18-11-2020	Ms. B. Chandrika Assistant Professor CSE Dept	Students

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WOMEN EMPOWERMENT /PROTECTION CELL ACTIVITIES 2019-2020

S.NO.	Name of the Activity	Date of Event	Resource Person	Participants
1.	Group Discussion on Importance of Education for Women in the Society	07-03-2020	Ms. C. Bhageerathi Assistant Professor MBA Dept	Students
2.	Elocution Competition	09-01-2020	Mrs. M. Lakshmi Devi Assistant Professor BSc&H Dept	Students
3.	Awareness Program on Elimination of Violence against Women	25-11-2019	Mrs.P.V.Suneetha Psychologist	Students
4.	Poster Presentation on Indian Women in Politics	28-08-2019	Mrs.P.AsiyaTapaswin Assistant Professor,ECE Dept	Students

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WOMEN EMPOWERMENT /PROTECTION CELL ACTIVITIES 2018-2019

S.NO.	Name of the Activity	Date of Event	Resource person/ Organiser/Convener	Participants
1.	Role of Women in Rural Development	04-01-2019	Mrs. M. Lakshmi Devi Assistant Professor BSc&H Dept	Students
2.	Debate Competition on Women Peace & Security	13-10-2018	Ms.C.Bhageerathi Assistant Professor MBA Dept	Students
4.	Awareness Program on Women Safety & Security	23-08-2018	P.Hymavathi.SI	Staff, Students

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International Women's Day – 2k22

International Women's Day – 2k22 was celebrated at Vaagdevi Institute of Technology & Science, Proddatur, Andhra Pradesh on 8th March 2022. On this occasion, many events like Poster Presentation, Tennikoit, Mehndhi Competition and Elocution were conducted to the girls on the theme of International Women's Day – 2k22 “Gender equality today for a sustainable tomorrow”. The total number of students attended in the above celebrations are 350 and 100 students participated in the various events.

I Additional Judicial Magistrate & Ms. K. Mani Monica, Senior Software Engineer, BOSCH Global Software Technologies graced the event as Chief guests, given their valuable speech and distributed prizes to the prize winners.



Inauguration of International Women's day '08/03/22' with all the dignitaries on the Dias

B. Siddeshwari
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Lamp Lighting by I Additional Judicial Magistrate '08/03/22'



Felicitation to Chief Guest "I Additional Judicial Magistrate" by our Chairman "Sri.G.Hussain Reddy Garu"

S. Sridhar

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Felicitation to Chief Guest "Ms.K.Mani Monica", senior software engineer, Bosch Global Software Technologies by our Principal "Dr.S.D.Govardhan Garu"



Chief Guest Presenting prizes to women's who won in various activities conducted

S. Siddharth
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Cultural events by girl students



Self Defence training to girl students by taekwondo student expert

B. Siddeshwar Rao

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వాగ్దేవి ఇంజనీరింగ్ కళాశాలలో..
 మండల పరిధిలోని వాగ్దేవి ఇంజనీరింగ్ కళాశాలలో
 మండల న్యాయసేవా ఆధికార సంస్థ ఆధ్వర్యంలో
 మహిళా దినోత్సవాన్ని నిర్వహించారు. ఈ సందర్భం
 గా పస్ట ఆడిషనల్ మేజిస్ట్రేట్ ఈ ప్రతిభ మాట్లాడుతూ
 మహిళలు ఎన్నో ఆటం పోట్లను ఎదుర్కొంటూ సహసం
 , ఓర్పుతో ఉన్నతవిధులను ఆధిరోహిస్తున్నారన్నారు.
 దువ్వారాగుళ్ళో

సాక్షి Wed, 09 March 2022
<https://epaper.sakshi.com/c>

జాగ్రత్త



పాపం వల్ల మరణం అవుతుంది. చాలామంది అలాంటి పాపం చేస్తారు. దీనిని నివారించుకోవాలి. దీనిని నివారించుకోవాలి. దీనిని నివారించుకోవాలి.

ప్రేమ	571	7.802
కావాలి	483	6.350
సంకల్పము	545	6.585

పాపం చేయకుండా ఉండాలి. పాపం చేయకుండా ఉండాలి. పాపం చేయకుండా ఉండాలి.



సోదరులూ: మహిళలతో కలిసి పాపం చేయకుండా ఉండాలి.



మహిళలూ: పాపం చేయకుండా ఉండాలి.



పాపం చేయకుండా ఉండాలి.

పేద కుటుంబానికి సాయం

పాపం చేయకుండా ఉండాలి. పాపం చేయకుండా ఉండాలి. పాపం చేయకుండా ఉండాలి.



సోదరులూ: మహిళలతో కలిసి పాపం చేయకుండా ఉండాలి.

మహిళో సుమతి... నీదే జగతి

మహిళలూ: పాపం చేయకుండా ఉండాలి. పాపం చేయకుండా ఉండాలి. పాపం చేయకుండా ఉండాలి.



సోదరులూ: మహిళలతో కలిసి పాపం చేయకుండా ఉండాలి.

విద్యార్థులకు దుస్తుల పంపిణీ

పాపం చేయకుండా ఉండాలి. పాపం చేయకుండా ఉండాలి. పాపం చేయకుండా ఉండాలి.



సోదరులూ: మహిళలతో కలిసి పాపం చేయకుండా ఉండాలి.



సోదరులూ: మహిళలతో కలిసి పాపం చేయకుండా ఉండాలి.

పాపం చేయకుండా ఉండాలి

పాపం చేయకుండా ఉండాలి. పాపం చేయకుండా ఉండాలి. పాపం చేయకుండా ఉండాలి.

(Signature)
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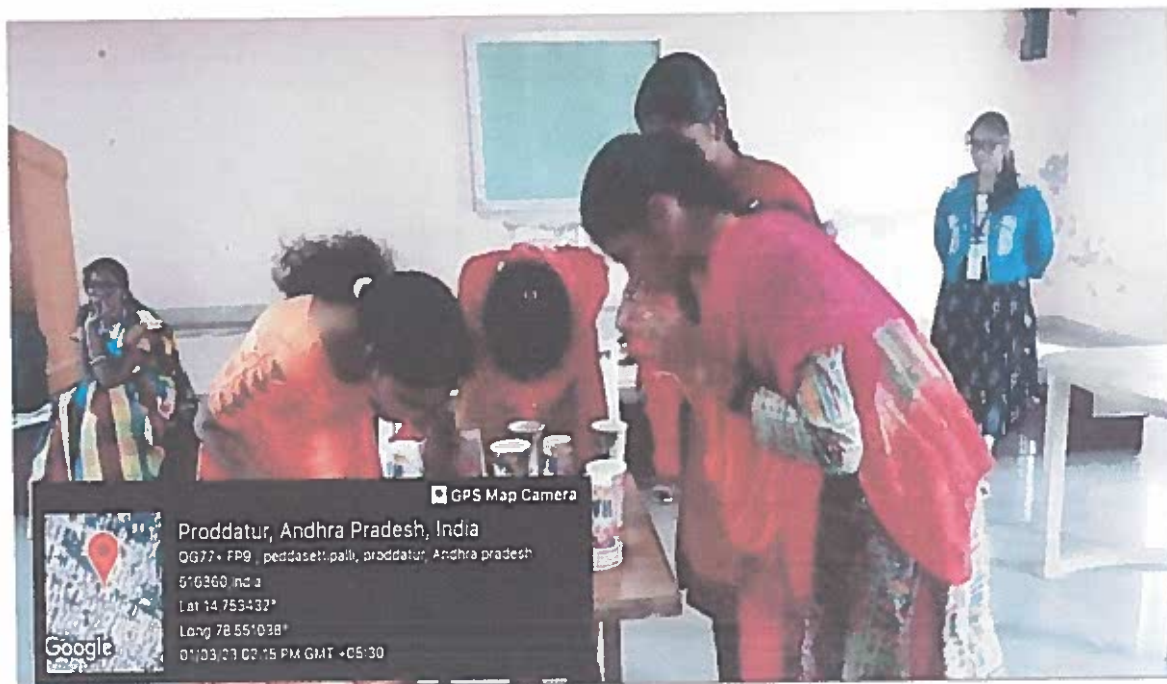
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International Women's Day – 2k23

International Women's Day – 2k23 was celebrated at Vaagdevi Institute of Technology & Science, Proddatur, Andhra Pradesh on 7th March 2023. On this occasion, many events like Poster Presentation, Badminton, Mehndhi Competition and Coins Pickup, Cup Arrangement, Musical Chairs was conducted to the girls on the theme of International Women's Day – 2k23 “Innovation and Technology for Gender Equality”. The total number of students attended in the above celebrations are 350 and 100 students participated in the various events.

ASP. Purna Kumar & Mrs. K. Sai Naga Tejaswini, Senior Accessibility Consultant, ICIMS INDIA PVT LTD graced the event as Chief guests, given their valuable speech and distributed prizes to the prize winners.



Cup Arrangement game conducted to students on 01/03/2023

B. Siddhant

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Blind Make up game conducted to students on 01/03/2023



Musical Chairs conducted to students on 02/03/2023

B. Siddeshwar

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Back-to-Back Balloon on 02/03/2023



Badminton conducted to Faculty Members on 03/03/2023

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Coins Pick up game conducted to students on 03/03/2023



Poster Presentation presenting by a student to the respected Principal on 04/03/2023

B. Siddeshwari

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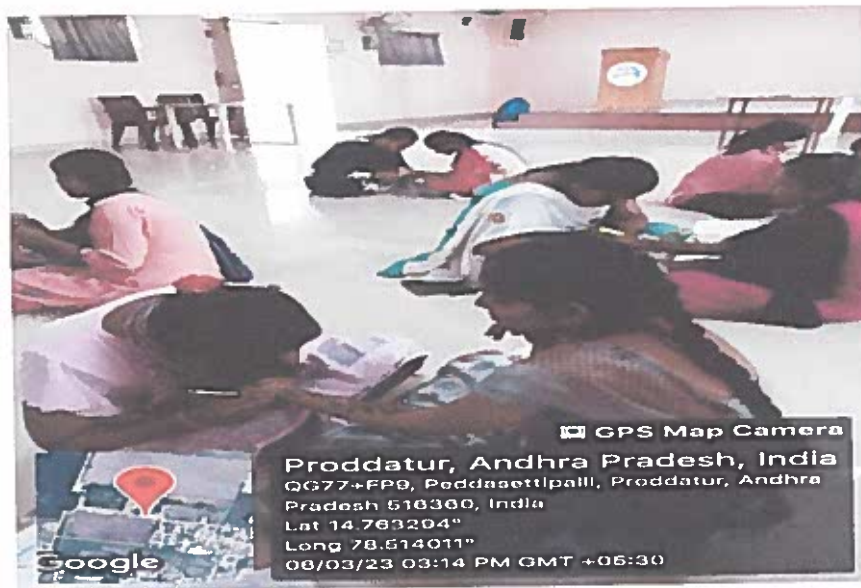
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Poster Presentation on 04/03/2023



Mehandi Competition on 06/03/2023

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Receiving Chief Guest "ASP Prerna Kumar" by our Principal "Dr.S.D. Govardhan Garu"



Lamp Lightning by Guest of honour '07/03/23'

B. Siddeshwar
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Speech delivered by our chief guest.



Self Defence training to girl students by taekwondo student expert

B. Siddheshwari
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Felicitation to Chief Guest "A.S.P. Prerna Kumar" by our faculty members



Felicitation to Guest of Honour Mrs. K. Sai Naga Tejaswini by the faculty members

B. Siddeswar
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3. Activities for Environment and Sustainability.



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Swachh Bharat Program conducted by NSS UNIT Volunteers



Clean & green activity conducted by NSS UNIT Volunteers

S. Siddeshwar
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Sri Sri Sri Mookambika Educational Society's
VAAGDEVI INSTITUTE OF TECHNOLOGY & SCIENCE

Peddasettipalli (V), Proddatur - 516360

(Approved by AICTE, New Delhi, Affiliated to JNTU A, Anantapuram)



Sweeping the Roads in village by NSS UNIT Volunteers



Sweeping the Roads in village by NSS UNIT Volunteers

K. Subashini
PRINCIPAL

Vaagdevi Institute of Technology & Science
PEDDASETTIPALLI
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Pruning Wild Plants by NSS UNIT Volunteers

Plantation by A.S.P Prerna Kumar"



B. Siddeshwar

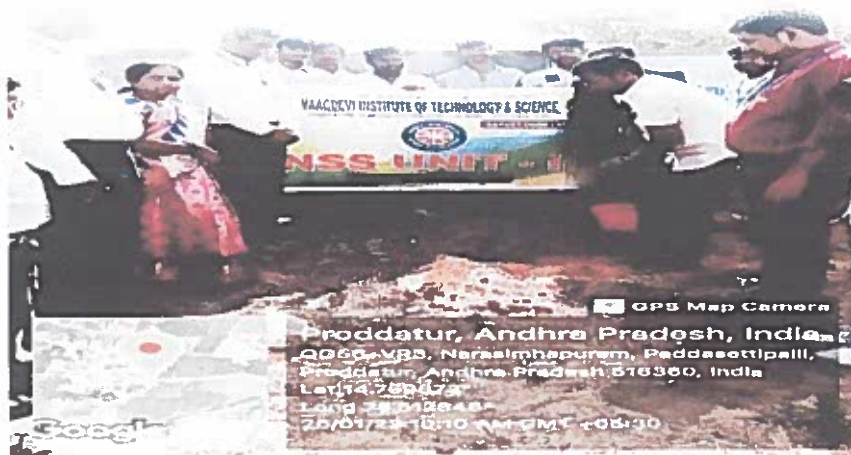
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Plantation Program Conducted by NSS UNIT



Photographs of Various staff and students participating in tree plantation

B. Sreedhar
PRINCIPAL
Vaagdevi Institute of Technology & Science
PEDDASETTIPALLI
PRODDATUR, Kadapa (Dist.)

4. Report on Awareness Program on “SAVE SOIL”.



PRINCIPAL

**Vaagdevi Institute of Technology & Science
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Awareness Program on “SAVE SOIL”

Awareness program on “SAVE SOIL” was conducted at Vaagdevi Institute of Technology & Science, Proddatur, Andhra Pradesh on 30th March 2022. On this occasion, Mr. Deva (Mentor – ISHA Foundation, Coimbatore) was attended as guest and given awareness on protecting the soil is very important to give good food to the future generations. He explained the concept of SAVE SOIL with number of examples. Dr. S. D. Govardhan, Principal, Dr. M.V.V. Prasad, HOD of BSc & H and faculty members were also attended the program. The total number of students attended in the above awareness program is 160.



Speech given by Dr. S.D. Govardhan, Principal.

S. D. Govardhan
PRINCIPAL
Vaagdevi Institute of Technology & Science
PEDDASETTIPALLI
PRODDATUR, Kadapa (Dist.)



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Awareness on SAVE SOIL was given by Mr. Deva, (Mentor – ISHA Foundation)



Students of I B.Tech I Sem

B. Siddeshwar
PRINCIPAL
Vaagdevi Institute of Technology & Science
PEDDASETTIPALLI
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Memento presentation by Principal to the guest Mr. Deva (Mentor – ISHA Foundation)

B. Siddeswar
PRINCIPAL
Vaagdevi Institute of Technology & Science
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PRODDATUR, Kadapa (Dist.)