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

ELECTRICAL ENGINEERING DEPARTMENT

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| **S.NO** | **NAME OF THE COURSE** | **YEAR** | **SEM** |
| **1** | **Waste and By-product Utilization** | **IV** | **VIII** |
|  | Description | This course guides the students towards the planning of a by-products/waste, types of food by-product and waste, magnitude of by-products and waste in food production, magnitude of by-products and wastes in food processing, Waste characteristics, waste management and effluent treatment. |
| **3** | **Discipline & Extra Curricular activity** | **IV** | **VIII** |
|  | Description | The primary goals of extracurricular activities focus on the individual student level, the institutional level, and the broader community level. These activities exist to complement the university's academic curriculum and to augment the student's educational experience. Extracurricular activities provide a setting to become involved and to interact with other students, thus leading to increased learning and enhanced development. |
| **4** | **Communication skills** | **I** | **I** |
|  | Description | This course helps students improve their professional communication in English for successful business interactions. Each chapter focuses on a particular area of communication in English: writing emails, speaking at meetings and interviews, giving presentations, and networking online. Whether a person wants to communicate to potential employers, employees, partners or clients, better English communication can help them achieve their language and professional goals. This course will focus especially on making those important connections to take the career or business to the next level.  |
| **5** | **Human Values** | **I** | **I** |
|  | Description | The Courses Human Values envisages to instill the ethical values and to provide the knowledge about Ethics as a subject matter. The Course Human Value Education is aimed at providing the students with knowledge on Value System and its importance in Human existence. The objective of the course is listed as: Values are socially accepted norms to evaluate objects, persons, and situations that form part and parcel of sociality. A value system is a set of consistent values and measures. Knowledge of the values are inculcated through education. It contributes in forming true human being, who are able to face life and make it meaningful.  |
| **6** | **Language Lab** | **I** | **I** |
|  | Description | Language labs are an effective and complete method designed for students to learn a language through complete language immersion.The advantages of using a language lab make many educational institutions choose this learning method which provides an interactive tool that encourages student participation and engagement that is essential in mastering a language and engagement that is essential to master a language requirement. The language lab optimizes computing resources of the educational center without making a major investment in IT resources. |
| **7** | **Human Values Activities** | **I** | **II** |
|  | Description | Human Values involves various classroom activities through which teachers can take a measure of and improve the student’s inherent qualities, including responsibility, confidence, co-operation, respect and empathy.Each activity featured as part of this innovation is focused on specific human values. The positive change in students and learning environment through all these activities can be ensured by carrying these out on a regular basis throughout the course. Activities Includes Scouts & Guides, Planning, Implementation, Surveying and many more. |
| **8** | **Technical Communication** | **II** | **III/IV** |
|  | Description | In this course students will practice designing and giving strong, persuasive presentations. Students will learn how to communicate across cultures, genders, and generations, how to create a personal brand and leadership presence and how to hold effective meetings with global teams. Students will learn how to handle difficult conversations, and how to handle crisis communication; students will also learn writing skills immediately applicable in their daily activities. |
| **9** | **Social Outreach, Discipline & Extra Curricular Activities** | **II** | **III/IV** |
|  | Description | The primary goals of extracurricular activities focus on the individual student level, the institutional level, and the broader community level. These activities exist to complement the university's academic curriculum and to augment the student's educational experience. Extracurricular activities provide a setting to become involved and to interact with other students, thus leading to increased learning and enhanced development. |
| **10** | **Technical Communication** | **III** | **IV** |
|  | Description | In this course students will practice designing and giving strong, persuasive presentations. Students will learn how to communicate across cultures, genders, and generations, how to create a personal brand and leadership presence and how to hold effective meetings with global teams. Students will learn how to handle difficult conversations, and how to handle crisis communication; students will also learn writing skills immediately applicable in their daily activities. |
| **11** | **Biology** | **II** | **IV** |
|  | Description | Objectives of this course provides a Purpose: To convey that Biology is as important a scientific discipline as Mathematics, Physics and Chemistry. Bring out the fundamental differences between science and engineering by drawing a comparison between eye and camera, Bird flying and aircraft. Mention the most exciting aspect of biology as an independent scientific discipline. |
| **12** | **Disaster Management** | **IV** | **VII** |
|  | Description | Disaster Management provides detailed knowledge to students on disaster preparedness, reducing the effect and rehabilitation. This course provides learners with a regional, national and international perspective on disaster management.  |
| **13** | **Neural Network** | **III** | **V** |
|  | Description | The course has contents to develop Know the main provisions neuro mathematics, Know the main types of neural networks, Know and apply the methods of training neural networks, Know the application of artificial neural networks, To be able to formalize the problem, to solve it by using a neural network. |
| **14** | **Sustainable Engineering** | **IV** | **VII** |
|  | Description | This course provides students with an overview of develop an increased awareness among students on issues in areas of sustainability, To make students understand the role of engineering and technology within sustainable development, To give students some familiarity with the methods and tools used for sustainable product-service system development, To establish in students an understanding of the role and impact of engineering activities and engineering decisions on environmental, societal, and economic well-being. |
| **15** | **Environmental Engineering** | **III** | **VI** |
|  | Description | Environmental engineering is a subfield of engineering that is concerned with the protection and preservation of the environment and environmental resources as well as the protection of populations from environmental threats. Environmental engineers study population growth and monitor air and water quality. |
| **16** | **Environmental Engineering Lab** | **III** | **VI** |
|  | Description | The Environmental Engineering laboratory practical provides good insight into different experimental methods relevant to Environmental Engineering. In this lab we performs various test on drinker water and sewage samples to check pH value, total dissolved solids, BOD and COD, total suspended particles etc. |