



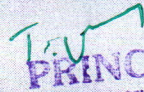
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1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Crosscutting Issue	Regulations	Course Code	Name of the Course	Year of Study	Academic Year
Environmental Science	R15	15A01101	Environmental Science	I-I ECE, ME	2016-17, 2017-18, 2018-19.
	R15	15A01101	Environmental Science	I-II CIVIL, CSE, EEE	2016-17, 2017-18, 2018-19
	R19	19A99301	Environmental Science	II-I CIVIL, CSE, ME	2020-2021
	R19	19A99301	Environmental Science	II-II ECE, EEE	2020-2021
	R20	20A99201	Environmental Science	I-II ECE, EEE, CIVIL	2021-22
	R20	20A99201	Environmental Science	II-II CSE, AI, ME	2022-23
Biology for Engineers	R19	19A99302	Biology for Engineers	II-I, ECE, EEE	2020-21
	R19	19A99302	Biology for Engineers	II-II, CIVIL, CSE, ME	2020-21
Social values & Ethics	R15	15A99501	Social values & Ethics	III-I ECE, CIVIL, ME, EEE, CSE	2017-18
Universal Human Values	R20	20A52201	Universal Human Values	II-I COMMON TO ALL BRANCHES	2020-21, 2021-22, 2022-23

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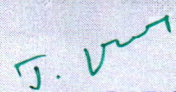
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Core Courses	Course Name	Cross cutting issue	Description of course
Common to B. TECH All Branches	Environmental Science (19A99301)	Environmental Education, Climate changes	The protection of environmental and making use of our available natural resources efficiently is the most pressing demands in the present stage of development. The task of 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: • To make the students to get awareness on environment • To understand the importance of protecting natural resources, ecosystems future generations and pollution causes due to the day-to-day activities of human life • To save earth the inventions by the engineers.
Common to B.TECH Branches	Biology For Engineers (19A99302)	life Process of Animal and plant systems	To provide basic understanding about life and Process of Animal and plant systems. To understand what Biomolecules, are, their structures are functions, Application of certain Biomolecules in Industry Objectives: • Brief Introduction about human physiology and bioengineering. • How biology principles can be applied in our life using different technologies. • Brief introduction to production of transgenic microbes, plants and animals. • To understand hereditary units, i.e., DNA (genes) and RNA and their synthesis in living organism.
Common to B.TECH 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 practise requires that the task being performed considers all the Pros and cons of a certain action and its implementation.

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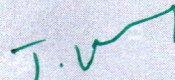
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Common to B.TECH Branches	Universal Human Values (20A52201)	Development of a holistic perspective based on self- exploration about themselves. Family, society and nature /existence	The objective of the course is four-fold • Development of a holistic perspective based on self-exploration about themselves (human being), family, society and nature/existence. • Understanding (or developing clarity) of the harmony in the being. Family, society and nature/existence. • Strengthening of self-reflection. • Development of commitment and courage to act.
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JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY ANANTAPUR

AMENDMENT

in

B.TECH. R20 ACADEMIC REGULATIONS

(Applicable for students admitted into non autonomous Constituent & Affiliated colleges)

(As per AICTE guidelines)

Applicable for the Regular Students admitted from
the academic year 2021-22 onwards

and

for the Lateral Entry Students admitted from
2022-23 onwards

1. The course on Universal Human Values which was offered as a non-credit mandatory course will now be carrying 03 credits

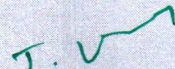
This is compulsory subject for all UG Degree Courses in Engineering & Technology, with 03 exclusive credits. Hence the overall credits of curriculum are 163 credits instead of 160 credits for regular and 124 credits instead of 121 for lateral entry students.

It is offered in 3rd semester for all the disciplines of Engineering & Technology

2. Environmental Science, which is a non-credit mandatory course will now be offered in 5th semester for all disciplines of Engineering & Technology

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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 (10)

Response:

2018-2019

Category	Name of the Course	Relevance
Environment	Environmental Studies(15A01101)	- Understanding the importance of ecological balance for sustainable development. - Understanding the impacts of developmental activities and mitigation measures - Understanding the environmental policies and regulations
MEFA	Managerial Economics & Financial Analysis (15A52301)	The objective of this course is to equip the student with the basic inputs of Managerial Economics and Economic Environment of business and to impart analytical skills in organizational productivity
Ethics	Intellectual Property Rights (15A01608)	To enable the students to imbibe and internalize the Values and Ethical Behaviour in the personal and Professional lives.
Ethics	Social Values & Ethics (Audit Course) 15A99501	To enable the students to imbibe and internalize the Values and Ethical Behaviour in the personal and Professional lives
MS	Management Science 15A52601	- The objective of the course is to equip the student the fundamental knowledge of management science - Its application for effective management of human resource, materials and operation of an organization.

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		Strategic Management areas & the PERT/CPM for better Project Management • To make the students aware of the contemporary issues in management
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2019-2020		
Category	Name of the Course	Relevance
UHV	Universal Human Values 19A52301	• 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.
ES	Environmental Science 19A99301	• 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.
ENSP	Entrepreneurship 19A52401	• To make the student understand about Entrepreneurship • To enable the student in knowing various sources of generating new ideas in setting up of New enterprise • To facilitate the student in knowing various sources of finance in starting up of a business • To impart knowledge about various government sources which provide financial assistance to entrepreneurs/ women entrepreneurs • To encourage the student in creating and designing business plans
CS	Mandatory course: Constitution of India 19A99501	• The Constitution of India is the supreme law of India. • Parliament of India cannot make any law which violates the

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		under the Part III of the Constitution. • The Constitution of India is not only a legal document but it also reflects social, political and economic perspectives of the Indian Society
SS	Soft Skills 19A52604a	• To develop awareness in students of the relevance and importance of soft skills • To provide students with interactive practice sessions to make them internalize soft skills • To develop Time management, Positive thinking & Decision making skills • To enable to manage stress effectively • To enable them to develop employability skills
MEFA	Managerial Economics and Financial Analysis 19A52602b	• To inculcate the basic knowledge of micro economics and financial accounting • To make the students learn how demand is estimated for different products, input/output relationship for optimizing production and cost • To know the various types of Market Structures & pricing methods and its strategies • To give an overview on investment appraisal methods to promote the students to learn how to plan long-term investment decisions. • To provide fundamental skills on Accounting and to explain the process of preparing Financial statements
RM	Mandatory Course; Research Methodology 19A99801	• To understand the basic concepts of research and research problem • To make the students learn about various types of data collection and sampling design

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		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
MS	Management Science 19A52701b	• To provide fundamental knowledge on Management, Administration, Organization & its concepts. • To make the students understand the role of management in Production • To impart the concept of HRM in order to have an idea on Recruitment, Selection, Training & Development, job evaluation and Merit rating concepts • To create awareness on identify Strategic Management areas & the PERT/CPM for better Project Management • To make the students aware of the contemporary issues in management

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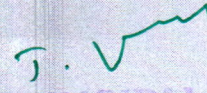
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2020-2021		
Category	Name of the Course	Relevance
Environment	ENVIRONMENTAL SCIENCE 20A10803	To make the students to get awareness on environment, to understand the importance of protecting natural resources, ecosystems for future generations and pollution causes due to day activities of human life to save earth from the inventions by the engineers.
MEFA	MANAGERIAL ECONOMICS AND FINANCIAL ANALYSIS 20A39101a	- To inculcate the basic knowledge of micro economics and financial accounting - To make the students learn how demand is estimated for different products, input-output relationship for optimizing production and cost - To know the various types of Market Structures & pricing methods and its strategies - To give an overview on investment appraisal methods to promote the students to learn how to plan long-term investment decisions. - To provide fundamental skills on Accounting and to explain the process of preparing Financial statements
UHV	Universal Human Values 20A1901	- Exposure to the value of life, society and harmony - Leading towards holistic perspective based on self-exploration about themselves (human being), family, and society and nature/existence. - Bringing transition from the present state to Universal Human Order - Instill commitment and courage to act. - Know about appropriate technologies and management patterns

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DTI	Design Thinking for Innovation 20A49102	The objective of this course is to familiarize students with design thinking process as a tool for breakthrough innovation. It aims to equip students with design thinking skills and ignite the minds to create innovative ideas, develop solutions for real-time problems.
IC	INDIAN CONSTITUTION 20A65901	- 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
MS	MANAGEMENT SCIENCE 20A75401a	- To provide fundamental knowledge on management, administration, organization & its concepts. - To make the students understand the role of management in Production process and marketing management - To impart the concept of HRM in order to have an idea on Recruitment, Selection, Training & Development, job evaluation and Merit rating concepts - To create awareness on identify Strategic Management areas & the PERT/CPM for better Project Management - To make the students aware of the contemporary issues in management

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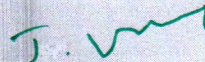
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2021-2022

Category	Name of the Course	Relevance
Environment	ENVIRONMENTAL SCIENCE 20A10803	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 day activities of human life to save earth from the inventions by the engineers.
MEFA	MANAGERIAL ECONOMICS AND FINANCIAL ANALYSIS 20A39101a	• To inculcate the basic knowledge of micro economics and financial accounting • To make the students learn how demand is estimated for different products, input-output relationship for optimizing production and cost • To know the various types of Market Structures & pricing methods and its strategies • To give an overview on investment appraisal methods to promote the students to learn how to plan long-term investment decisions. • To provide fundamental skills on Accounting and to explain the process of preparing Financial statements
UHV	Universal Human Values 20A1901	• Exposure to the value of life, society and harmony • Leading towards holistic perspective based on self-exploration about themselves (human being), family, and society and nature/existence. • Bringing transition from the present state to Universal Human Order • Instill commitment and courage to act. • Know about appropriate technologies and management patterns

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DTI	Design Thinking for Innovation 20A49102	The objective of this course is to familiarize students with design thinking process as a tool for breakthrough innovation. It aims to equip students with design thinking skills and ignite the minds to create innovative ideas, develop solutions for real-time problems.
IC	INDIAN CONSTITUTION 20A65901	- 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
MS	MANAGEMENT SCIENCE :20A75401a	- To provide fundamental knowledge on management, administration, organization & its concepts. - To make the students understand the role of management in Production process and marketing management - To impart the concept of HRM in order to have an idea on Recruitment, Selection, Training & Development, job evaluation and Merit rating concepts - To create awareness on identify Strategic Management areas & the PERT/CPM for better Project Management - To make the students aware of the contemporary issues in management

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2022-2023

Category	Name of the Course	Relevance
Environment	ENVIRONMENTAL SCIENCE 20A10803	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 day activities of human life to save earth from the inventions by the engineers.
MEFA	MANAGERIAL ECONOMICS AND FINANCIAL ANALYSIS 20A39101a	• To inculcate the basic knowledge of micro economics and financial accounting • To make the students learn how demand is estimated for different products, input-output relationship for optimizing production and cost • To know the various types of Market Structures & pricing methods and its strategies • To give an overview on Investment appraisal methods to promote the students to learn how to plan long-term investment decisions. • To provide fundamental skills on Accounting and to explain the process of preparing Financial statements
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		technologies and management patterns
DTI	Design Thinking for Innovation 20A49102	The objective of this course is to familiarize students with design thinking process as a tool for breakthrough innovation. It aims to equip students with design thinking skills and ignite the minds to create innovative ideas, develop solutions for real-time problems.
IC	INDIAN CONSTITUTION 20A65901	- 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
MS	MANAGEMENT SCIENCE 20A75401a	- To provide fundamental knowledge on management, administration, organization & its concepts. - To make the students understand the role of management in Production process and marketing management - To impart the concept of HRM in order to have an idea on Recruitment, Selection, Training & Development, job evaluation and Merit rating concepts

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Course File

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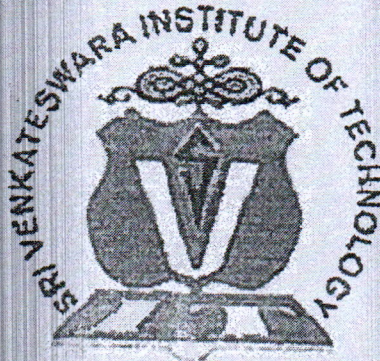
(Course Code: 19A99501)

Prepared by

G.GOUSIA BEGUM

Assistant Professor

Humanities and Basic Sciences



MECHANICAL ENGINEERING

AY: 2021-22

SEM-III-I

T. V.

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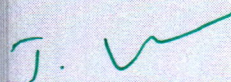
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1. Course Details

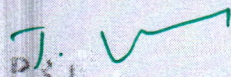
Course Title	Constitution of India				Course Code:	19A99501
Class & Sem:	III-I				Regulations:	R19
Course Structure	Lecture	Tutorial	Lab	Credits	Core/Elective:	ELECTIVE
No. of hours / week	3	0	0	0		
Instructors:	G.GOUSIA BEGUM				Academic Year:	2021-22


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2. University Calendar

I Spell of instructions	25.04.2022 to 18.06.2022	8 Weeks
I Midterm examinations	20.06.2022 to 27.06.2022	8 Days
II Spell of instructions	28.06.2022 to 20.08.2022	8 Weeks
Preparation and Practical's	22.08.2022 to 27.08.2022	1 Week
II Mid and End Examinations	29.08.2022 to 10.09.2022	2 Weeks

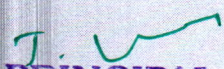

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3. Time Tables

MECH

MPN	P1	P2	P3	P4		P5	P6	P7
MON								
TUE								
WED								COI
THRU							COI	
FRI				COI				
SAT								


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4. Syllabus

II B. Tech I Semester						SVIT R19		
Course Code	Category (BS/ES/HS/PCC/ PE)	Hours/Week			Credits	Maximum Marks		
19A99501	HE	L	T	P	C	CIA	SEE	Total
		3	0	0	0			

Objectives

- 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

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:

- 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

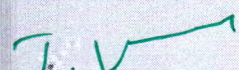
Learning Outcomes:

- 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:

- 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


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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 department)s - Village level - Role of Elected and Appointed officials - Importance of grass root democracy	
Learning outcomes: • 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: • 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	
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	
Reference Books:	
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	

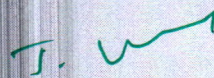
5.Course Outcomes

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

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

CO to PO and PSO Mapping

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12	PSO 1	PSO 2
CO1	2								3	2	2	2		2
CO2	2								3	2	2	2		2
CO3	2								3	2	2	2		2
CO4	2								3	2	2	2		2
CO5	2								3	2	2	2		2


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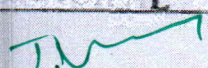
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6. Lesson plan

Period. No.	Topics to be covered	Proposed date	Actual date	Delivery method	Reference	Remarks
Unit 1: Introduction to Indian Constitution						
1.	Constitution -Meaning of the term	27/4/2022	27/4/2022	C&T	Course Material	
2.	Indian Constitution	28/4/2022	28/4/2022	C&T	Course Material	
3.	Sources and constitutional history	29/4/2022	29/4/2022	C&T	Course Material	
4.	Citizenship – Preamble	4/5/2022	4/5/2022	C&T	Course Material	
5.	Fundamental Rights and Duties	5/5/2022	5/5/2022	C&T	Course Material	
6.	Directive Principles of State Policy	6/5/2022	6/5/2022	C&T	Course Material	
7.	Revision	11/5/2022	11/5/2022	C&T	Course Material	
Unit 2: Union Government and its Administration Structure of the Indian Union						
8.	Union Government and its Administration Structure of the Indian Union	12/5/2022	12/5/2022	C&T	Course Material	
9.	Federalism - Centre-State relationship	13/5/2022	13/5/2022	C&T	Course Material	
10.	President's Role	18/5/2022	18/5/2022	C&T	Course Material	
11.	PM and Council of ministers	19/5/2022	19/5/2022	C&T	Course Material	
12.	Cabinet and Central Secretariat	20/5/2022	20/5/2022	C&T	Course Material	
13.	power and position - --Lok Sabha - Rajya Sabha	25/5/2022	25/5/2022	C&T	Course Material	
14.	The Supreme Court Powers and Functions	26/5/2022	26/5/2022	C&T	Course Material	
15.	The Supreme Court Powers and Functions	27/5/2022	27/5/2022	C&T	Course Material	
16.	High Court - Powers and Functions	1/6/2022	1/6/2022	C&T	Course Material	
17.	High Court - Powers and Functions	2/6/2022	2/6/2022	C&T	Course Material	
18.	Revision	3/6/2022	3/6/2022	C&T	Course Material	
Unit 3: State Government and its Administration						
19.	State Government and its Administration	8/6/2022	8/6/2022	C&T	Course Material	

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20.	Governor - Role and Position	9/6/2022	9/6/2022	C&T	Course Material	
21.	CM and Council of ministers	10/6/2022	10/6/2022	C&T	Course Material	
22.	State Secretariat	15/6/2022	15/6/2022	C&T	Course Material	
23.	Organization Structure and Functions	16/6/2022	16/6/2022	C&T	Course Material	
24.	Organization Structure and Functions	17/6/2022	17/6/2022	C&T	Course Material	
25.	Revision	22/6/2022	22/6/2022	C&T	Course Material	
Unit 4: Local Administration						
26.	Municipalities - Mayor and role of Elected Representatives	23/6/2022	23/6/2022	C&T	Course Material	
27.	Zilla Parishath - Elected officials and their roles	24/6/2022	24/6/2022	C&T	Course Material	
28.	CEO of- PRI — CEO,Zilla Parishath	29/6/2022	29/6/2022	C&T	Course Material	
29.	Block level Organizational Hierarchy - (Different departments)	30/6/2022	30/6/2022	C&T	Course Material	
30.	Village level - Role of Elected and Appointed officials- Importance of grass root democracy	5/8/2022	5/8/2022	C&T	Course Material	
Unit 5: Election Commission - Role of Chief Election Commissioner						
31.	Role of Chief Election Commissioner and Election Commissionerate	10/8/2022	10/8/2022	C&T	Course Material	
32.	State Election Commission -Functions of Commissions for the welfare of SC/ST/OBC and Women	12/8/2022	12/8/2022	C&T	Course Material	
33.	State Election Commission -Functions of Commissions for the welfare of SC/ST/OBC and Women	17/8/2022	17/8/2022	C&T	Course Material	
34.	Revision	18/8/2022	18/8/2022	C&T	Course Material	

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7. List of Students

MECH

S.no	Roll Number	Student Name
1.	199F1A0301	A. ACHYUTH PRASAD
2.	199F1A0302	B. BHARATH KUMAR
3.	199F1A0303	G. SOMESHKUMAR
4.	199F1A0304	H. ANIL KUMAR
5.	199F1A0305	K ASHOK
6.	199F1A0306	K. VAMSI KRISHNA
7.	199F1A0307	K. M. VAMSI KRISHNA
8.	199F1A0308	K. SATHISH KUMAR
9.	199F1A0309	R.VEERANJINEYULU

AL

Rapthadu (M)

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8. Question Bank-Unit wise

UNIT-1

2 Marks

1. Describe the significance of January 26, 1950, in the context of the Indian Constitution.
2. Explain the role of Dr. B.R. Ambedkar in drafting the Indian Constitution.
3. What is the importance of the Preamble in the Indian Constitution?
4. Briefly discuss the historical background that led to the drafting of the Indian Constitution.
5. Why was November 26, 1949, chosen as the date for adopting the Indian Constitution?

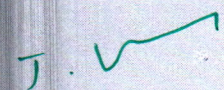
8 Marks

1. Discuss the fundamental rights guaranteed by the Indian Constitution. How do these rights reflect the ideals of justice and equality?
2. Explain the procedure followed in the adoption and enactment of the Indian Constitution. Highlight the significance of key dates such as November 26, 1949, and January 26, 1950.
3. Compare and contrast the salient features of the Indian Constitution with that of another country of your choice. Highlight similarities and differences in terms of structure, fundamental rights, and directive principles.
4. Evaluate the role of Dr. B.R. Ambedkar in shaping the Indian Constitution. Discuss his contributions, challenges faced during the drafting process, and his vision for the constitutional framework of India.
5. Examine the significance of the Directive Principles of State Policy in the Indian Constitution. How do these principles guide the state in policy-making and socio-economic development? Provide examples to illustrate their implementation.

UNIT-2

2 Marks

1. Describe the composition of the Indian Union Government.
2. Explain the role of the President of India in the Union Government.
3. Discuss the functions of the Prime Minister in the context of the Indian Union Government.
4. What is the significance of the Council of Ministers in the functioning of the Union Government?
5. Briefly outline the role of the Parliament in the legislative process of the Indian Union.


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8 Marks

1. Discuss the organizational structure of the Union Government of India. Explain the roles and responsibilities of the President, Prime Minister, Council of Ministers, and Parliament. How does this structure ensure checks and balances in the governance of the country?
2. Examine the powers and functions of the President of India in the context of the Union Government. How does the President interact with other organs of the government to uphold the constitutional framework?
3. Evaluate the role of the Prime Minister in the Union Government of India. Discuss the Prime Minister's powers, responsibilities, and leadership in the context of decision-making and policy formulation.
4. Describe the composition and functions of the Council of Ministers in the Union Government. How does the Council of Ministers support the Prime Minister in governing the country effectively? Provide examples to illustrate its role in policy implementation.
5. Explain the legislative process in the Parliament of India. Discuss the role of both houses (Lok Sabha and Rajya Sabha), the procedure for passing bills, and the importance of parliamentary debates and discussions in shaping national policies.

UNIT-3

2 Marks

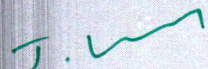
1. Describe the composition of the state government in India.
2. Explain the role of the Chief Minister in the state government.
3. Discuss the significance of the Governor's role in the administration of a state.
4. What are the functions of the State Legislature in the governance of a state?
5. Briefly outline the role of the State Council of Ministers in the administration of a state.

8 Marks

1. Discuss the organizational structure of the state government in India. Explain the roles and responsibilities of the Chief Minister, Governor, State Council of Ministers, and State Legislature. How does this structure facilitate effective governance at the state level?
2. Examine the powers and functions of the Governor in the context of the state government. How does the Governor ensure coordination between the state and the Union government? Discuss any constitutional provisions that highlight the Governor's role.
3. Evaluate the role of the Chief Minister in the state government. Discuss the Chief Minister's powers, responsibilities, and leadership in the context of state administration and policy implementation.
4. Describe the composition and functions of the State Legislature in India. Discuss the role of both houses (Legislative Assembly and Legislative Council where applicable), the procedure for passing bills, and the significance of legislative debates and discussions in shaping state policies.

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5. Explain the role and functions of the State Council of Ministers in the administration of a state. How does the Council of Ministers support the Chief Minister in governing the state effectively? Provide examples to illustrate its role in policy formulation and implementation.

UNIT-4

2 Marks

1. Describe the structure of local administration in India at the rural level.
2. Explain the role of the Gram Panchayat in local governance.
3. Discuss the significance of the Municipal Corporation in urban local administration.
4. What are the functions of the District Collector in the local administration system?
5. Briefly outline the role of Ward Committees in urban local governance.

8 Marks

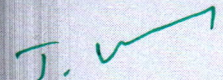
1. Discuss the organizational structure of local administration in India. Compare and contrast the roles and functions of Gram Panchayats in rural areas and Municipal Corporations in urban areas. How do these bodies contribute to local governance and development?
2. Examine the powers and functions of Gram Panchayats in rural local administration. Discuss their role in grassroots democracy, rural development, and implementation of government schemes.
3. Evaluate the significance of Municipal Corporations in urban local administration. Discuss their powers, responsibilities, and challenges in managing urban infrastructure, public services, and local governance.
4. Describe the role and functions of the District Collector in the local administration system. How does the District Collector coordinate between various local bodies and ensure effective implementation of government policies at the district level?
5. Explain the concept of decentralization in local administration. Discuss the importance of empowering local bodies like Gram Panchayats and Municipalities in decision-making, resource allocation, and local development. Provide examples to illustrate successful decentralization initiatives in India.

UNIT-5

2 Marks

1. Describe the composition of the Election Commission of India.
2. Explain the role of the Chief Election Commissioner in the Election Commission of India.
3. Discuss the significance of the Election Commission of India in ensuring free and fair elections.
4. What are the powers vested in the Chief Election Commissioner regarding the conduct of elections in India?

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5. Briefly outline the process of appointment and tenure of the Chief Election Commissioner in India.

8 Marks

1. Discuss the constitutional provisions related to the Election Commission of India. Explain its composition, powers, and functions. How does the Election Commission ensure the conduct of free and fair elections in India?
2. Evaluate the role and responsibilities of the Chief Election Commissioner (CEC) in the Election Commission of India. Discuss the CEC's powers in conducting elections, maintaining electoral integrity, and resolving disputes.
3. Examine the significance of the Election Commission of India in upholding electoral democracy. How does the Election Commission contribute to strengthening democratic processes and institutions in India? Provide examples to illustrate its impact.
4. Describe the challenges faced by the Election Commission of India in conducting elections. Discuss how the Commission addresses issues such as electoral malpractices, voter education, and logistical challenges during elections.
5. Explain the process of appointment, tenure, and removal of the Chief Election Commissioner in India. What are the criteria for selecting a Chief Election Commissioner, and how does the independence of the Election Commission ensure impartiality in its functioning?

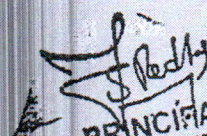

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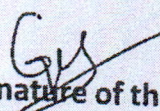
9. MID-1 Question Paper & Scheme of Evaluation

 SVIT	SRI VENKATESWARA INSTITUTE OF TECHNOLOGY :: ANANTAPUR		
	COMMON TO MECH		
	III B. Tech - II Sem - I- MID EXAM		
	CONSTITUTION OF INDIA - 19A99501		
Time: 90 Mints		DESCRIPTIVE	Max. Marks: 30

Answer all of the following questions

Q. No.	Questions	Marks
1.	Give a brief note on Indian Constitution and explain sources of Indian Constitution?	10 M
2.	(or)	
3.	Explain Fundamental rights and duties?	10 M
4.	(or)	
5.	Describe directive principles of safety policy?	10M
6.	(or)	
	What is the main difference between Lok Sabha and Rajya Sabha?	
	Elaborate Supreme Court powers and functions?	
	(Or)	
	Explain High Court powers and functions?	


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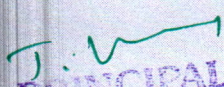

Signature of the staff


Head of Department
 Humanities & Sciences
 Sri Venkateswara Institute of Technology
 ANANTAPUR

Rappadu (M),

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SCHEME OF EVALUATION:

 SVIT	SRI VENKATESWARA INSTITUTE OF TECHNOLOGY :: ANANTAPUR		
	COMMON TO MECH		
	III B. Tech - II Sem - I- MID EXAM		
	CONSTITUTION OF INDIA – 19A99501		
Time: 90 Mints	DESCRIPTIVE		Max. Marks: 30

1. Give a brief note on Indian Constitution and explain sources of Indian Constitution?

Introduction:

The Constitution of India (*Bhāratīya Saṁvidhāna*) is the supreme law of India. The document lays down the framework that demarcates fundamental political code, structure, procedures, powers, and duties of government institutions and sets out fundamental rights, directive principles, and the duties of citizens. It is the longest written constitution of any country.

It imparts constitutional supremacy (not parliamentary supremacy, since it was created by a constituent assembly rather than Parliament) and was adopted by its people with a declaration in its preamble. Parliament cannot override the constitution.

It was adopted by the Constituent Assembly of India on 26 November 1949 and became effective on 26 January 1950. The constitution replaced the Government of India Act 1935 as the country's fundamental governing document, and the Dominion of India became the Republic of India. To ensure constitutional autochthony, its framers repealed prior acts of the British parliament in Article 395. India celebrates its constitution on 26 January as Republic Day.

The constitution declares India a sovereign, socialist, secular, and democratic republic, assures its citizens justice, equality and liberty, and endeavours to promote fraternity. The original 1950 constitution is preserved in a helium-filled case at the Parliament House in New Delhi. The words "secular" and "socialist" were added to the preamble by 42nd amendment act in 1976, during the Emergency.

Previous legislation:

The constitution was drawn from a number of sources. Mindful of India's needs and conditions, its framers borrowed features of previous legislation such as the Government of India Act 1858, the Indian Councils Acts of 1861, 1892 and 1909, the Government of India Acts 1919 and 1935, and the Indian Independence Act 1947. The latter, which led to the creation of India and Pakistan, divided the former Constituent Assembly in two. The Amendment act of 1935 is also a very important step for making the

constitution for two new born countries. Each new assembly had sovereign power to draft and enact a new constitution for the separate states.

Constituent Assembly:

The constitution was drafted by the Constituent Assembly, which was elected by elected members of the provincial assemblies. The 389-member assembly (reduced to 299 after the partition of India) took almost three years to draft the constitution holding eleven sessions over a 165-day period.

Dr. B. R. Ambedkar was a wise constitutional expert, he had studied the constitutions of about 60 countries. Ambedkar is recognised as the "Father of the Constitution of India".

Sources on Indian Constitution:

S.NO	GOVERNMENT	INFLUENCE/SOURCE
1.	<u>United Kingdom</u>	✓ <u>Parliamentary government</u> ✓ <u>Nominal head of the state</u> ✓ <u>Post of Prime Minister</u> ✓ <u>More powerful lower house</u> ✓ <u>Concept of single citizenship</u> ✓ <u>Legislative procedure</u> ✓ <u>Bicameral legislature</u> ✓ <u>Rule of law</u> ✓ <u>Cabinet system</u> ✓ <u>The legislative speaker and their role</u> ✓ <u>Prerogative writ</u> ✓ <u>Parliamentary privilege</u>
2.	<u>United States</u>	✓ <u>Bill of Rights (Fundamental rights)</u> ✓ <u>Written constitution</u> ✓ <u>Preamble to the Constitution</u> ✓ <u>Federal structure of government</u> ✓ <u>Impeachment of the President.</u> ✓ <u>Post of the Vice President and his functions.</u> ✓ <u>The institution of Supreme Court.</u> ✓ <u>Removal of Supreme Court and High courts judges.</u> ✓ <u>Electoral College</u> ✓ <u>Independent judiciary and separation of powers</u> ✓ <u>Judicial review</u> ✓ <u>President as commander-in-chief of the armed forces</u> ✓ <u>Equal protection under law.</u>
3.	<u>Ireland</u>	✓ <u>Directive principles of state policy</u> ✓ <u>Nomination of members to the Rajya Sabha by the President.</u> ✓ <u>Method of election of the President.</u>
4.		✓ <u>Freedom of trade between states.</u> ✓ <u>National legislative power to implement treaties, even</u>

	<u>Australia</u>	on matters outside normal federal jurisdiction. ✓ <u>Concurrent List</u> ✓ <u>Provision of Joint Session of the Parliament.</u> ✓ <u>Preamble terminology</u>
5.	<u>France</u>	✓ <u>Notions of Liberty, Equality, Fraternity in the preamble.</u> ✓ <u>The ideals of Republic in the preamble.</u>
6.	<u>Canada</u>	✓ <u>Quasi-federal government—a federal system with a strong central government</u> ✓ <u>Distribution of powers between the central and state governments.</u> ✓ <u>Residual powers, retained by the central government.</u> ✓ <u>Appointment of Governor of states by Centre.</u> ✓ <u>Advisory Jurisdiction of the Supreme Court.</u>
7.	<u>Soviet Union</u>	✓ <u>Fundamental Duties under article 51-A.</u> ✓ <u>Mandated planning commission to oversee economic development.</u> ✓ <u>Ideals of justice (social, economic and political) in the Preamble.</u>
8.	<u>Weimar Republic</u>	✓ <u>Suspension of Fundamental rights during emergency.</u>
9.	<u>South Africa</u>	✓ <u>Amendment procedure of the constitution.</u> ✓ <u>Election of the member of Raiva Sabha.</u>
10.	<u>Japan</u>	✓ <u>Laws on which Supreme Court functions.</u>

2. Explain Fundamental rights and duties?

Fundamental Rights:

The Fundamental Rights, embodied in Part III of the Constitution, guarantee civil rights to all Indians and prevent the State from encroaching an individual's liberty while simultaneously placing upon it an obligation to protect the citizens' rights from encroachment by society.

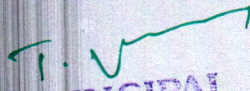
Seven fundamental rights were originally provided by the Constitution –

1. the right to equality,
2. right to freedom,
3. right against exploitation,
4. right to freedom of religion, cultural and
5. educational rights,
6. right to property and
7. right to constitutional remedies.

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However, the right to property was removed from Part III of the Constitution by the 44th Amendment in 1978. The purpose of the Fundamental Rights is to preserve individual liberty and democratic principles based on equality of all members of society. Dr Ambedkar said that the responsibility of the legislature is not just to provide fundamental rights but also and rather, more importantly, to safeguard them.

The fundamental duties:

The fundamental duties of citizens were added to the constitution by the 42nd Amendment in 1976, upon the recommendations of the Swaran Singh Committee that was constituted by the government earlier that year.

It shall be the duty of every citizen of India ---

- To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- To cherish and follow the noble ideals which inspired our national struggle for freedom;
- To uphold and protect the sovereignty, unity and integrity of India;
- To defend the country and render national service when called upon to do so;
- To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- To value and preserve the rich heritage of our composite culture;
- To protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- To develop the scientific temper, humanism and the spirit of inquiry and reform;
- To safeguard public property and to abjure violence;
- To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- Who is a parent or guardian, to provide opportunities for education to his child, or as the case may be, ward between the age of six to fourteen years.

3. Describe directive principles of safety policy?

The Directive Principles of State Policy, embodied in Part IV of the Constitution, are directions given to the state to guide the establishment of an economic and social democracy, as proposed by the Preamble. They set forth the humanitarian and socialist instructions that were the aim of social revolution envisaged in India by the Constituent Assembly. The state is expected to keep these principles in mind while framing laws and policies, even though they are non-justiciable in nature. The Directive Principles may be classified under the following categories: ideals that the state ought to strive towards achieving; directions for the exercise of legislative and executive power; and rights of the citizens which the State must aim towards securing.

Despite being non-justiciable, the Directive Principles act as a check on the state; theorised as a yardstick in the hands of the electorate and the opposition to measure the performance of a government at the time of an election. Article 37, while stating that the Directive Principles are not enforceable in any court of law, declares them to be "fundamental to the governance of the country" and imposes an obligation on the State to apply them in matters of legislation. Thus, they serve to emphasise the welfare state model of the Constitution and emphasise the positive duty of the state to promote the welfare of the people by affirming social, economic and political justice, as well as to fight income inequality and ensure individual dignity, as mandated.

Article 39 lays down certain principles of policy to be followed by the State, including providing an adequate means of livelihood for all citizens, equal pay for equal work for men and women, proper working conditions, reduction of the concentration of wealth and means of production from the hands of a few, and distribution of community resources to "subserve the common good". These clauses highlight the Constitutional objectives of building an egalitarian social order and establishing a welfare state, by bringing about a social revolution assisted by the State, and have been used to support the nationalisation of mineral resources as well as public utilities. Further, several legislation pertaining to agrarian reform and land tenure have been enacted by the federal and state governments, in order to ensure equitable distribution of land resources.

4. What is the main difference between Lok Sabha and Rajya Sabha?

The major differences between the upper house and lower house of the Parliament are given in brief in the table below:

Comparison between Lok Sabha and Rajya Sabha

Difference	Lok Sabha	Rajya Sabha
What it is called?	House of People	Council of States
What is the meaning of the name?	House of People, where people who are qualified to vote can elect their representative by way of direct elections	Council of States, where the representatives are indirectly elected by the elected representative of the Assemblies of States and Union Territories
What is the tenure of the house?	It continues for 5 year Note: It can be dissolved earlier by passing no-	It is a permanent body.

confidence motion

Who heads the house?	Speaker	Vice President of India as the Chairman of the house
What is the minimum age to become a member?	25 years	30 years
What is the strength of the house?	552 members	250 members
What are the functions of the house?	All bills originate in Lok Sabha mostly and after passing through Rajya Sabha, they are returned for Lok Sabha approval. It plays a major role in legislation.	Rajya Sabha has special powers to protect the states' rights against the Union.

Composition of Lok Sabha		Composition of Rajya Sabha	
Maximum Strength – 552	530 represent the States	Maximum Strength – 250	238 elected indirectly and are representatives of States and Union Territories
	20 are the representatives of Union Territories		12 are nominated by the President
	2 are nominated by the President from Anglo-Indian Community	Current strength – 245	233 represent states and Union Territories
Current Strength – 545	530 represent States		–
	13 represent Union Territories		12 are nominated by President
	2 are nominated by the President from Anglo-Indian Community		–

5. Elaborate Supreme Court powers and functions?

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7.1.1 Institution has been initiated the Gender Audit and measures for the promotion of gender equality during the last five years.



GENDER AUDIT OF SRI VENKATESWARA INSTITUTE OF TECHNOLOGY (2018-2019 to - 2022-2023)

Contents:

- ❖ **Introduction.**
- ❖ **Objectives of Gender Audit.**
- ❖ **Gender balance in Student Enrolment at SVIT (2018-19to2022-23).**
- ❖ **Gender Difference in Teaching Staff.**
- ❖ **Strength and Gender Sensitive Initiation in SVIT.**
- ❖ **Future Plan.**
- ❖ **Conclusion.**

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INTRODUCTION OF INSTITUTION:

Sri Venkateswara Institute of Technology is one of the most prestigious institutions run by Sri Venkateswara Lakshmi Narasimha Educational Society. It was established in the year 2009 and since its inception SVIT is providing quality education in professional courses. The College is affiliated to JNTUA and it is located 15 km from Anantapuramu and constructed in a huge campus area of 15 acres with a separate hostel facility for both boys and girls which is a home away from home.

SVIT is a ragging-free campus with highly qualified and experienced faculty members in all branches. Currently, the institution offers 7 UG courses (B.Tech: CSE, CSE (Data Science), CSE (AI & ML), ECE, EEE, ME, & CE) and 2 PG courses (M.Tech: (i)VLSI & Embedded Systems (ii) Production Engineering).

VISION OF THE INSTITUTION:

To produce Professionally Excellent, knowledgeable, Globally Competitive and Socially Responsible Engineers and Entrepreneurs.

MISSION OF THE INSTITUTION:

M1: To provide Quality Education with emphasis on Technical Academic Excellence, Innovative Research & Development.

M2: To develop the potential of Human Resources to meet the requirements of Cutting-Edge Technology and to meet the needs of industry

M3: To develop Human Values, Social Values, Entrepreneurship Skills and Professional Ethics among the Technocrats.

To reaffirm its vision of creating an enlightened and productive Civil Society, SVIT is conducting a gender audit to evaluate the effectiveness of its internal plans, policies, practices, and support systems for gender mainstreaming. This audit aims to establish a baseline documentation of gender-segregated

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data across all sections of the institution, with the goal of achieving gender balance on campus and in the broader society.

THE MAJOR OBJECTIVES OF THIS GENDER AUDITARE:

- To generate a gender segregated database of students and staff of the Institution.
- To identify the gender gaps and challenges.
- To execute the policies, rules and actions of the Institution in promoting gender equality and equity keeping the need and interest of all genders.
- To eliminate gender discrimination in any form including sexual harassment within the Campus premises.

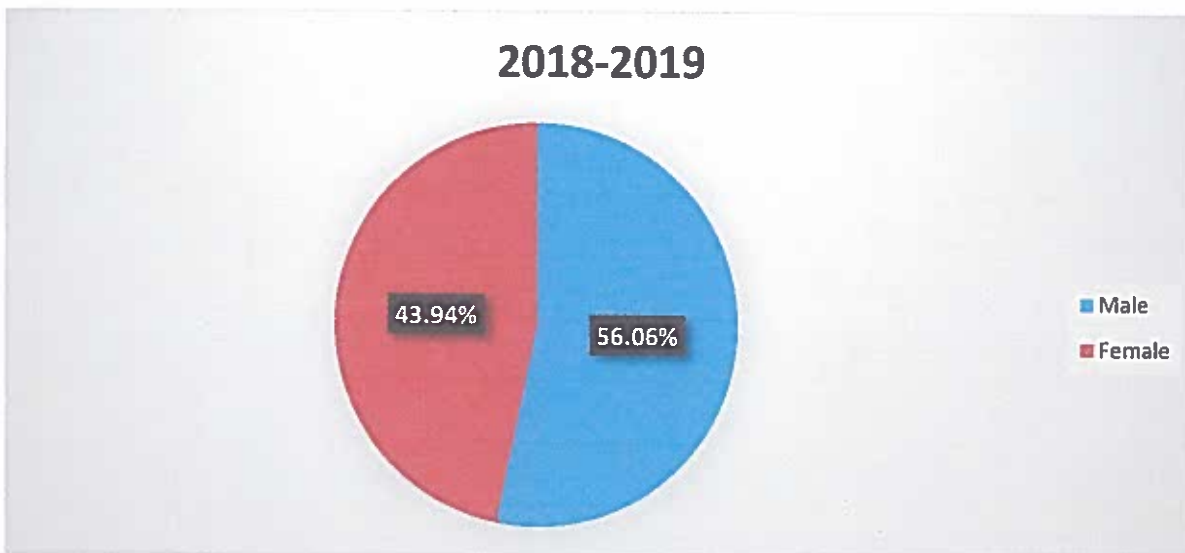
Methodology:

To undertake a comprehensive gender audit, a committee was formed consisting of experienced expert faculty members from the institution and gender experts from the state. Gender-based information and data were collected from each teaching and administrative department using standardized formats. The analyzed data have been categorized into three sections: Section I covers the student profile, and Section II pertains to the profile of the teaching staff.

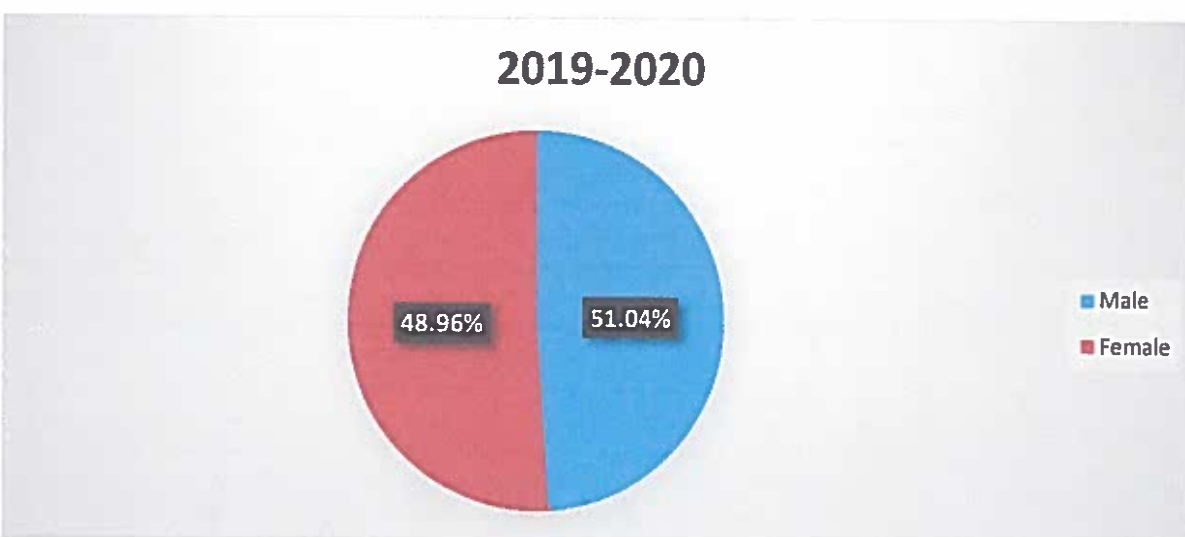


SECTION-I GENDER BALANCE IN STUDENT ENROLLMENT at SVIT

Academic year	Male	Female	Male %	Female%	Total
2018-2019	171	134	56.06	43.94	305



Academic year	Male	Female	Male %	Female%	Total
2019-2020	99	95	51.04	48.96	194

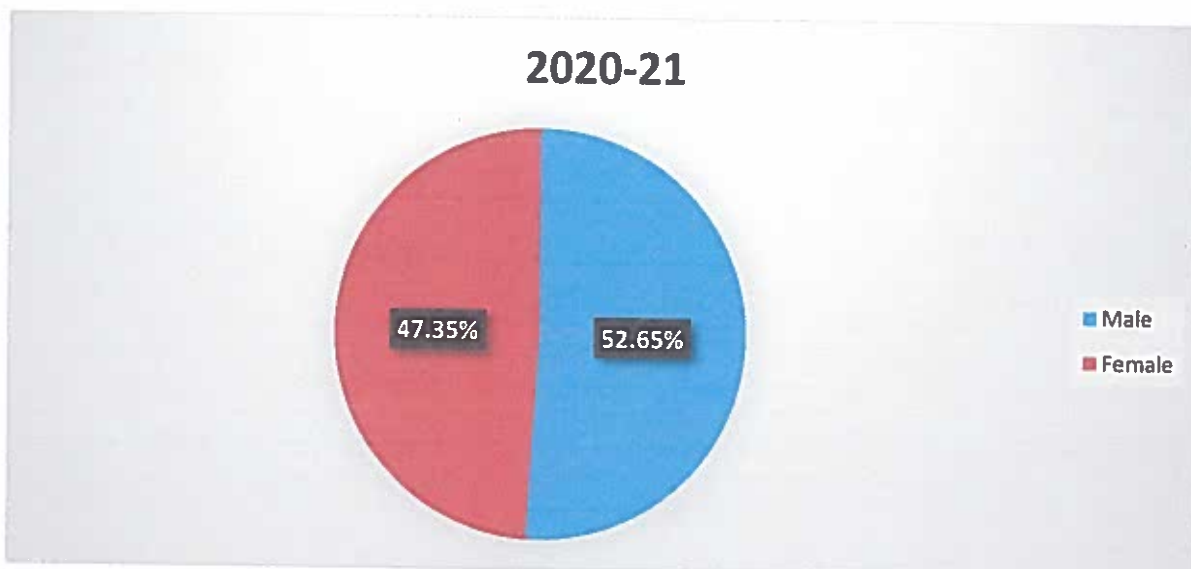




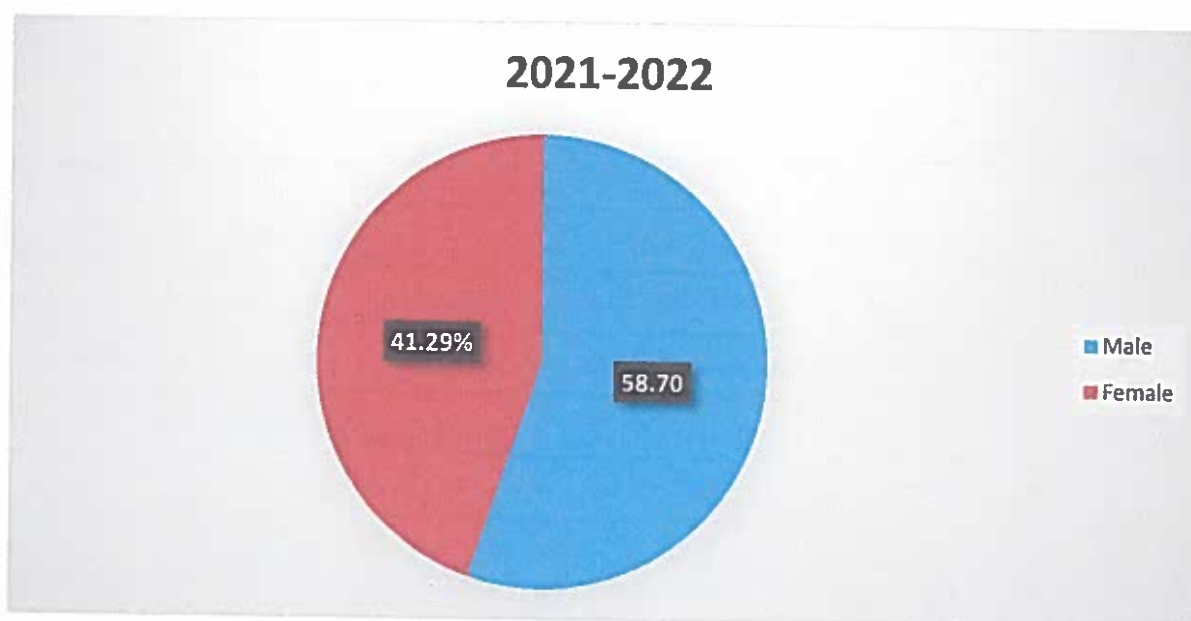
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Academic year	Male	Female	Male %	Female%	Total
2020-2021	139	125	52.65	47.35	264



Academic year	Male	Female	Male %	Female%	Total
2021-2022	199	140	58.70	41.29	339



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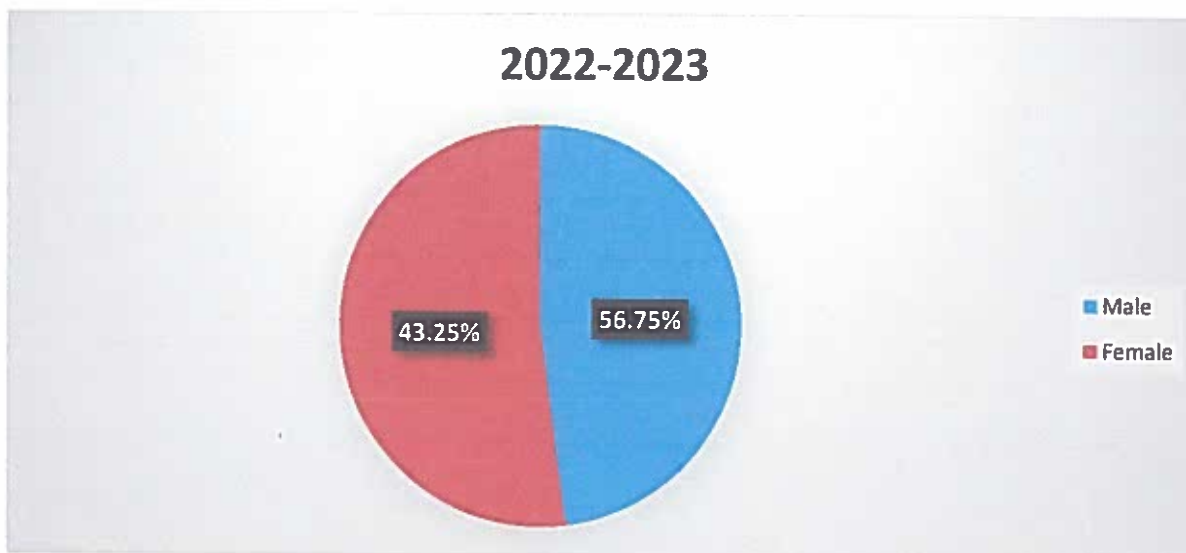
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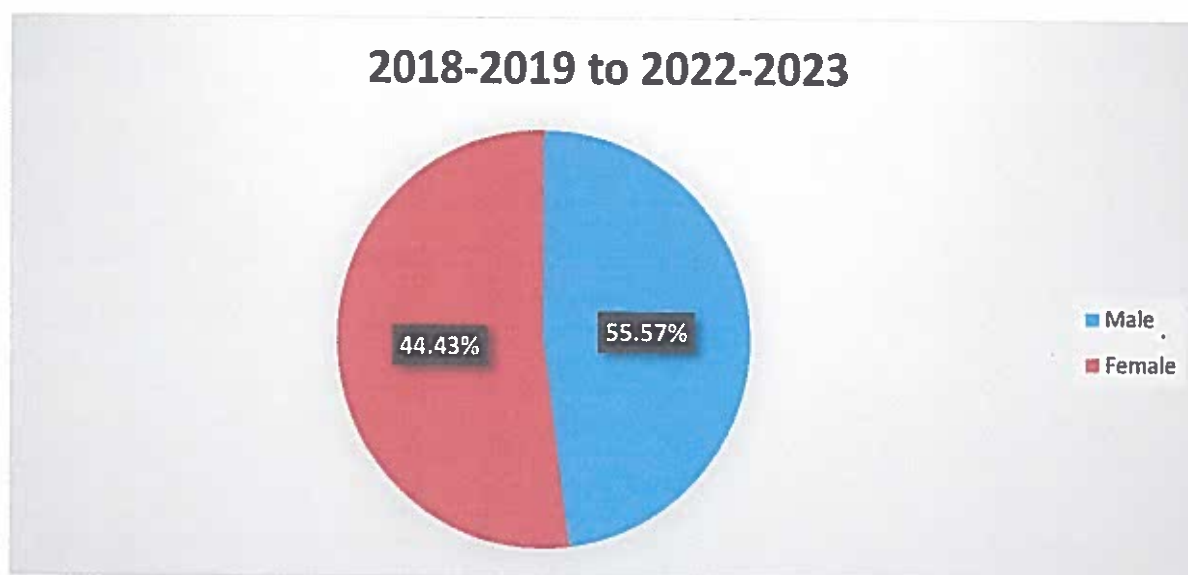
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Academic year	Male	Female	Male %	Female%	Total
2022-2023	210	160	56.75	43.25	370



Overall

Academic year	Male	Female	Male %	Female%	Total
2018-2019 to 2022-2023	818	654	55.57	44.43	1472



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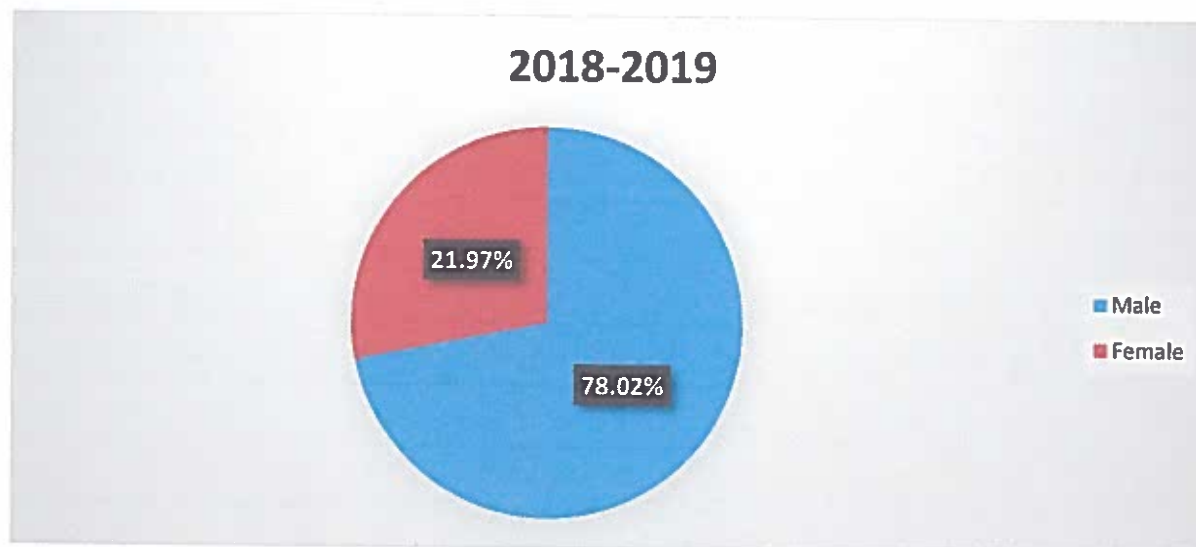
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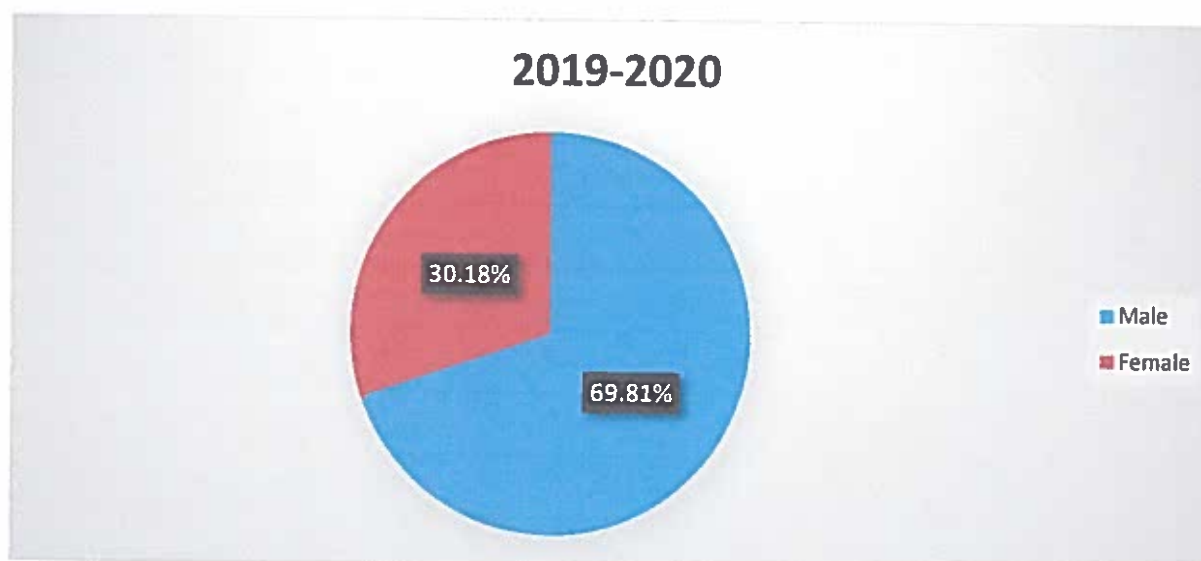
SECTION-II

GENDER STATISTICS OF TEACHING STAFF

Academic year	Male	Female	Male %	Female%	Total
2018-2019	71	20	78.02	21.97	91



Academic year	Male	Female	Male %	Female%	Total
2019-2020	74	32	69.81	30.18	106

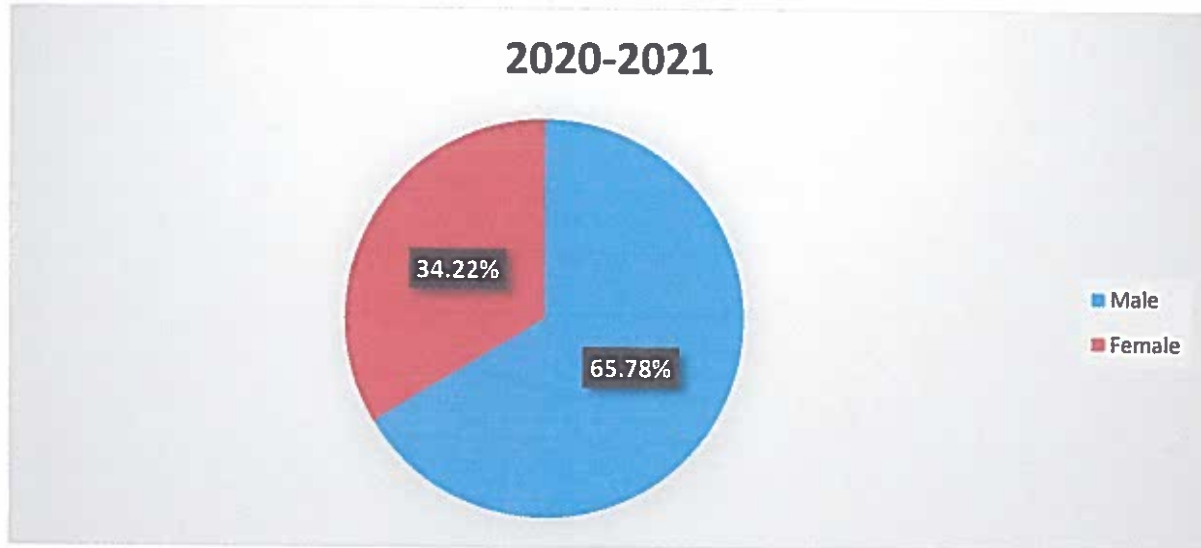




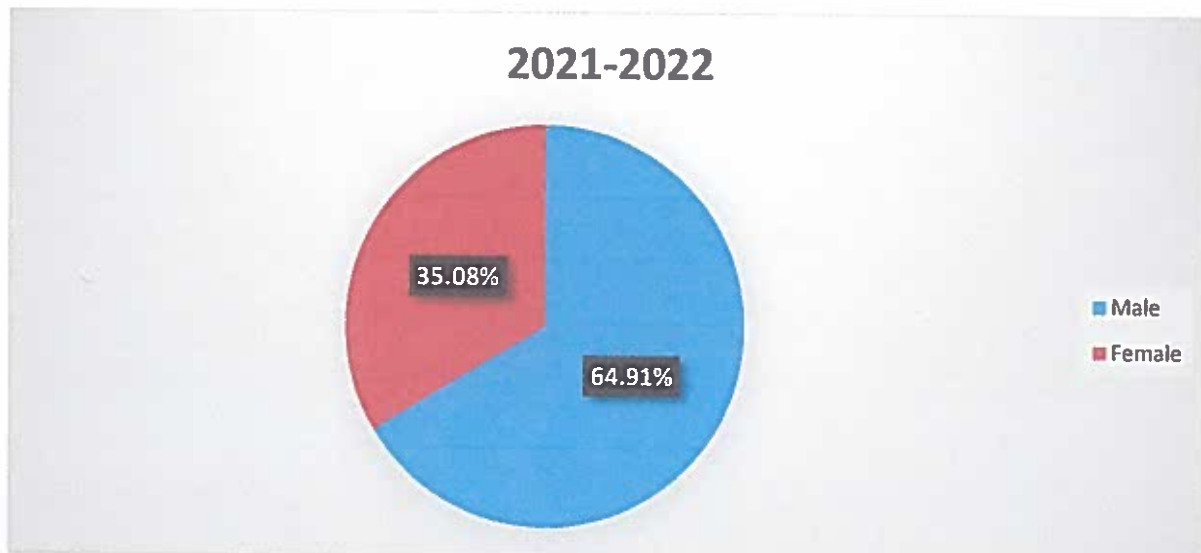
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Academic year	Male	Female	Male %	Female%	Total
2020-2021	75	39	65.78	34.22	114



Academic year	Male	Female	Male %	Female%	Total
2021-2022	74	40	64.91	35.08	114



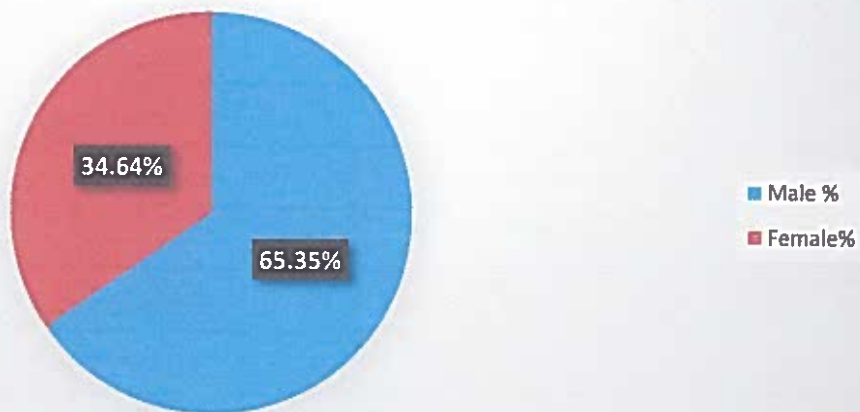


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Academic year	Male	Female	Male %	Female%	Total
2022-2023	83	44	65.35	34.64	127

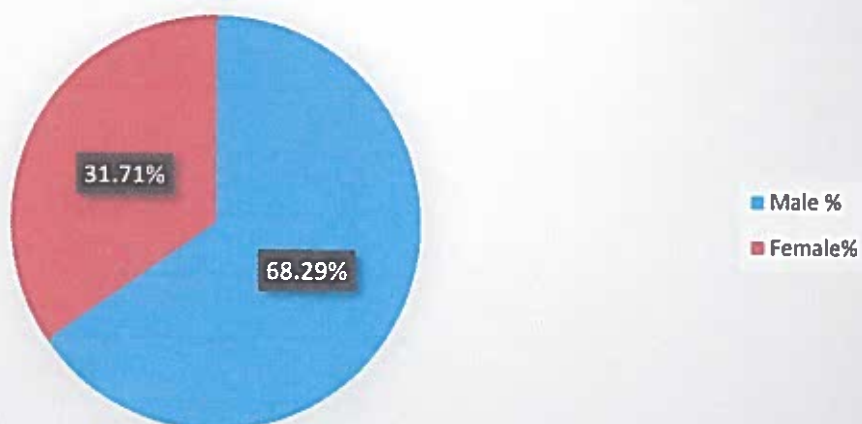
2022-2023



Overall

Academic year	Male	Female	Male %	Female%	Total
2018-2019 to 2022-2023	377	175	68.29	31.71	552

2018-2019 to 2022-2023





STRENGTH AND GENDER SENSITIVE INITIATION in SVIT:

- ❖ Women are represented in the top ranks of academic as well as non-academic functionaries.
- ❖ "Women grievance redressal cell" or GRC aims to foster an environment in which unlawful discrimination and harassment are not tolerated and where all members of the SVIT community is encouraged to achieve their full potential.
- ❖ The College monitors the experiences of all the students through feedback system and annual progress review meetings. It encourages the participation of all the students in all spheres of college life.
- ❖ The College fosters an atmosphere of zero tolerance for gender discrimination.
- ❖ The College committee allows resource for extra-curricular activities on a gender-neutral basis.
- ❖ The College faculty both women and men, are encouraged equally to participate in training and professional development programs throughout their career. Such opportunities are provided to all members and staff.
- ❖ During Covid-19 Pandemic period special care was taken to sanitize the campus and Antigen and RTPCR test camps were organized at free of cost.
- ❖ College has a woman's studies center to sensitize the campus at regular intervals and conduct/organize various outreach programs on gender issues.

FUTURE PLAN:

- ❖ SVIT proposes to organize more and more gender sensitization programs both in the campus and outside the campus.
- ❖ To collaborate with the civil societies, GOS and NGOS working on gender issues and organize gender sensitive workshops, group works and campaigns.

CONCLUSION:

The recent audit of the gender situation on campus indicates that SVIT is maintaining gender equality. To further enhance this, we plan to implement necessary measures and develop gender-sensitive infrastructure. Our institution is actively addressing any shortcomings to realize our vision of an inclusive environment.

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7.1.1. Measures initiated by the Institution for the promotion of gender equity during the last five years

Specific facilities provided for women at SVIT

INDEX

S. No.	Details	Page No.
1	Safety and security	12
2	Counselling	20
3	Common Rooms	23
4	Day care center for young children	26
5	Any other relevant information	31



Specific facilities provided for women in terms of:

1. Safety and security
2. Counselling
3. Common Rooms
4. Day care center for young children
5. Any other relevant information

1. Safety and security:

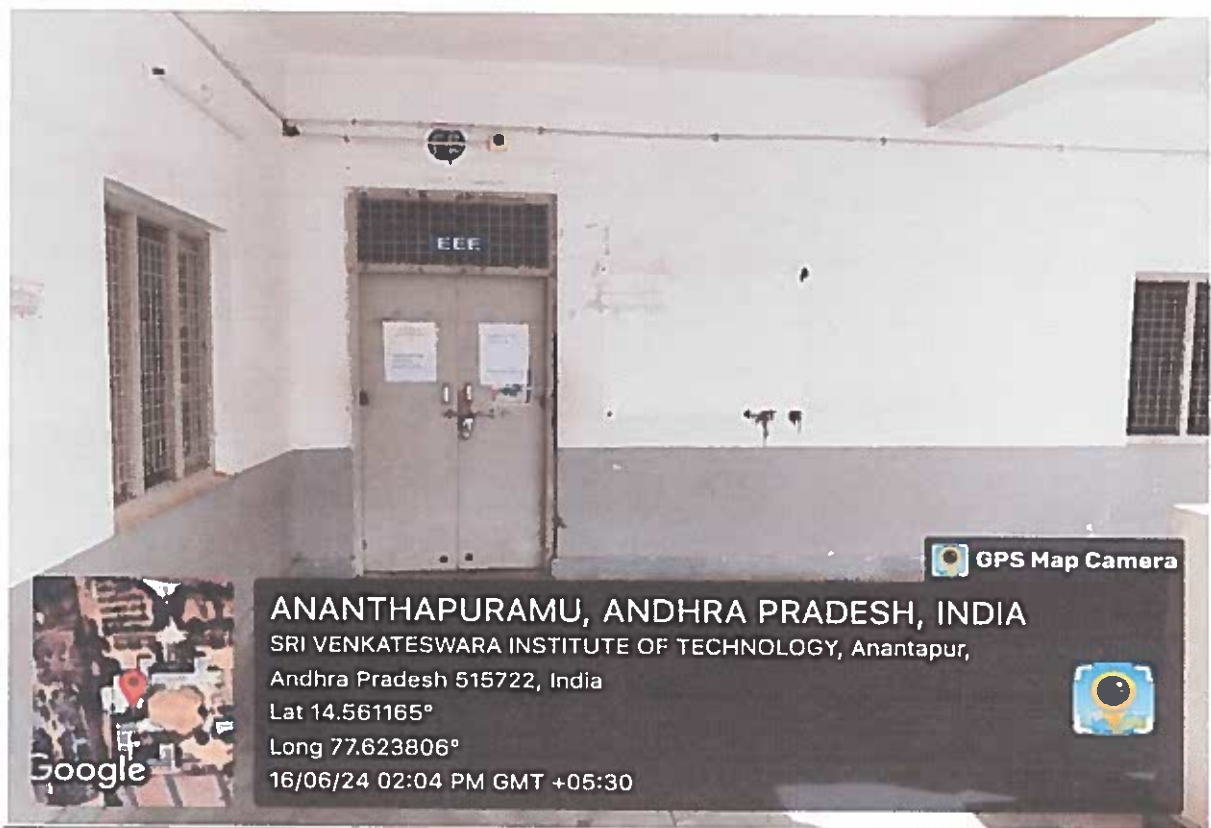
College will prioritize the safety and well-being of its students and staff through several thoughtful measures:

1. **CCTV Surveillance:** Monitoring the premises and corridors with CCTV cameras enhances overall safety by deterring potential security threats and providing a means to investigate any incidents that may occur.
2. **Trained Security Guards:** Deploying well-trained security personnel at key locations adds an extra layer of protection and ensures that there are capable individuals ready to respond to any security concerns.
3. **Fire Safety Measures:** Having fire extinguishers available in labs and corridors, along with regular checks by the administration department, helps mitigate the risk of fire-related incidents. Additionally, providing fire alarms enhances the ability to quickly respond to emergencies.
4. **First Aid Facilities:** Placing first aid boxes in main areas of the college buildings ensures that immediate medical assistance is available in case of injuries or health emergencies.
5. **Complaint Box for Grievances:** Offering a platform for students to voice their concerns and suggestions demonstrates a commitment to addressing issues promptly and improving the overall experience for everyone.
6. **Safety Instructions for Labs:** Instructing students to follow safety protocols while conducting experiments in labs promotes a culture of responsibility and helps prevent accidents or injuries.



7. **Access Control:** Requiring ID cards for all students and employees, as well as providing passes for outside visitors, helps manage access to the campus and ensures that only authorized individuals are present.
8. **Convenient Parking:** Providing parking areas near the college entry not only reduces pollution within the campus but also enhances convenience for students and staff.

Overall, these measures create a safe and secure environment conducive to learning and personal development.

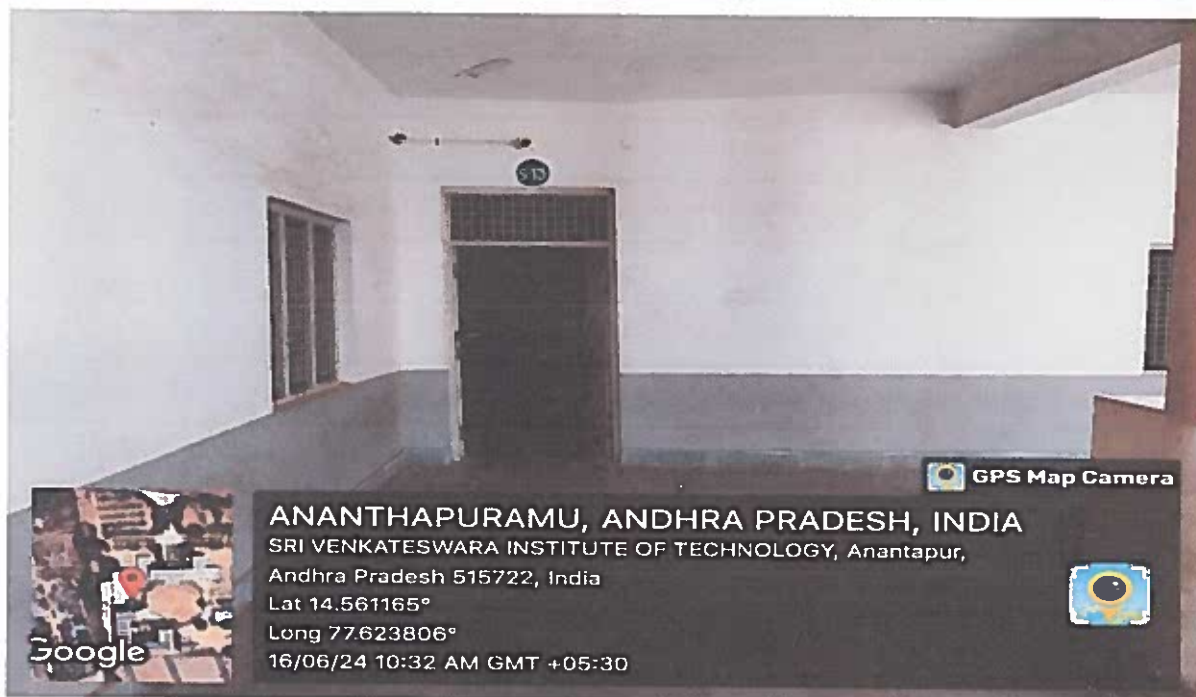


CCTV Surveillance at S.V.I.T

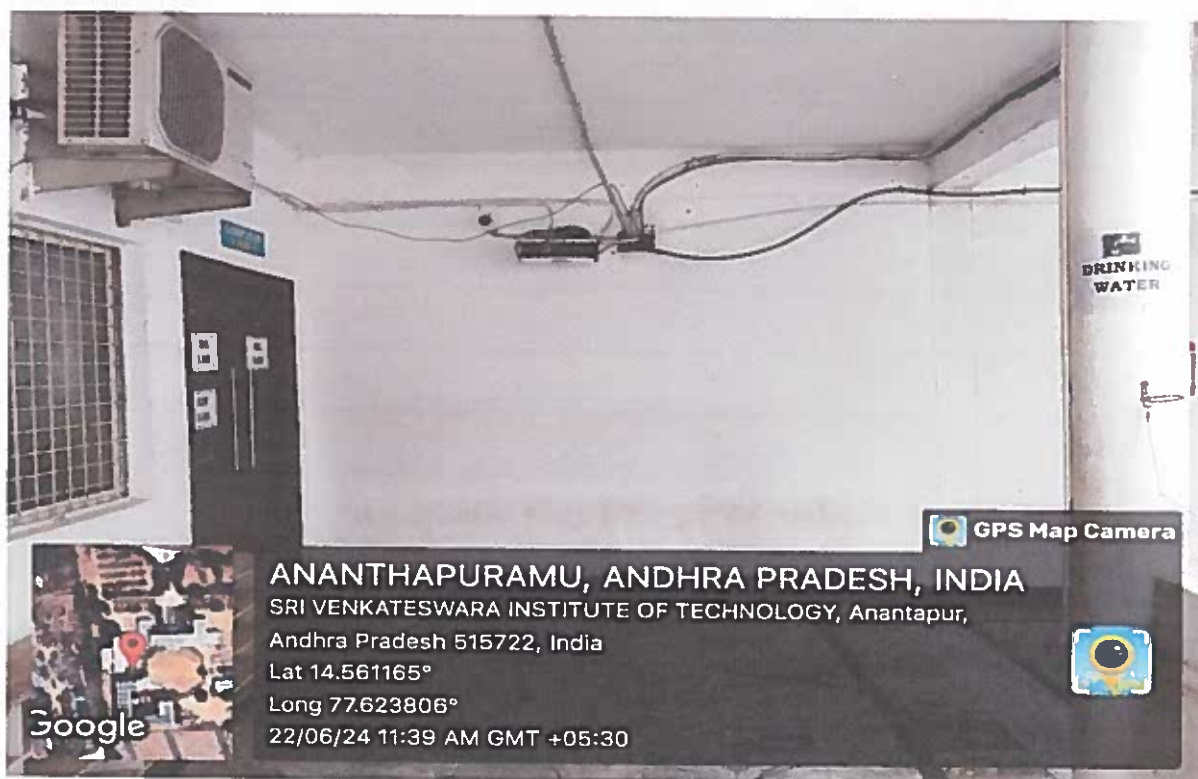


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CCTV Surveillance at S.V.I.T



CCTV Surveillance at S.V.I.T

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Safety and Security provided for the students at SVIT with CCTV Surveillance



Fire Safety

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First Aid Facilities



Complaint Box for Grievances

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ELECTRICAL TECHNOLOGY LABORATORY

SAFETY RULES

1. Do not touch any terminals (or) circuit is without revealing that it is done.
2. Working shoes with rubber sole is desirable.
3. Use a fuse wire of proper rating.
4. Use sufficient long circuiting leads rather than joining two or three small wires, because at some any joint is open it could be dangerous.
5. Make sure that all the electrical connections are correct before switching on any circuit. Wrong connections may cause large amount of current which results damage of equipment.
6. The circuit should be de-energized while changing any connection.
7. In case of emergency, or fire switch-off the master switch on the main panel board.
8. Keep away from all the running parts as far as possible.
9. Do not remove a blown fuse until you are satisfied to the cause and rectified problem.
10. Do not touch an electric circuit when your hands are wet or bleeding from a cut.
11. Do not disconnect plug by pulling a flaking cable when the switch is on.
12. Do not throw water on live electrical equipment in case of fire.
13. Do not touch the circuit with bare fingers.
14. Do not use loose garments while working in Laboratory.
15. Do not open (or) close a switch (or) fuse slowly or hesitatingly. Use it quickly and positively.

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GPS Map Camera

ANANTHAPURAMU, ANDHRA PRADESH, INDIA
SRI VENKATESWARA INSTITUTE OF TECHNOLOGY, Anantapur,
Andhra Pradesh 515722, India
Lat 14.561165°
Long 77.623806°
22/06/24 12:10 PM GMT +05:30

Google

Safety Instructions in EEE Lab

INSTRUCTIONS

1. Loose cloths are to be avoided.
2. Tools to be placed at their proper place.
3. Hands should not be placed in front of sharp edged tools.
4. Use only sharp tools.
5. Care should be taken, when thumb is used as a guide in cross cutting and Ripping
6. Handle while chiseling, sawing and planing with care.
7. For marking purpose use scriber only. Do not use pencil or pen.
8. Sufficient care is to be taken while cutting and folding of G.I. sheet.
9. Remove the waste pieces immediately from the work place.
10. Use goggles, gloves in order to protect the human body.
11. Maintain the constant arc length.
12. It is advisable to use minimum work current to extend the life time the electrode
13. Torch should not be started without working fluid filled. Otherwise it may damage the electrodes.
14. It is advisable to usage the operating mode when the flame became greenish.
15. While working out doors with temperature below zero, fill the torch just before the use, to avoid water freezing inside the torch

Safety Instructions in MECH Lab

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Staff ID cards to access



Student ID cards to access

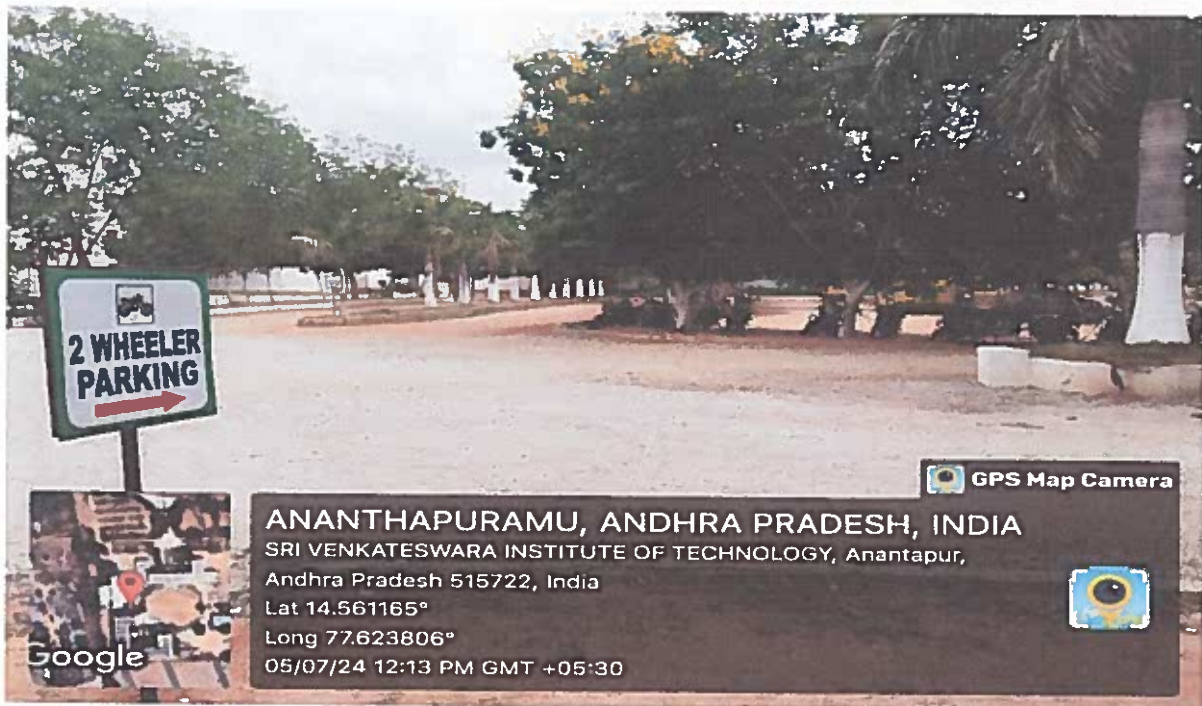
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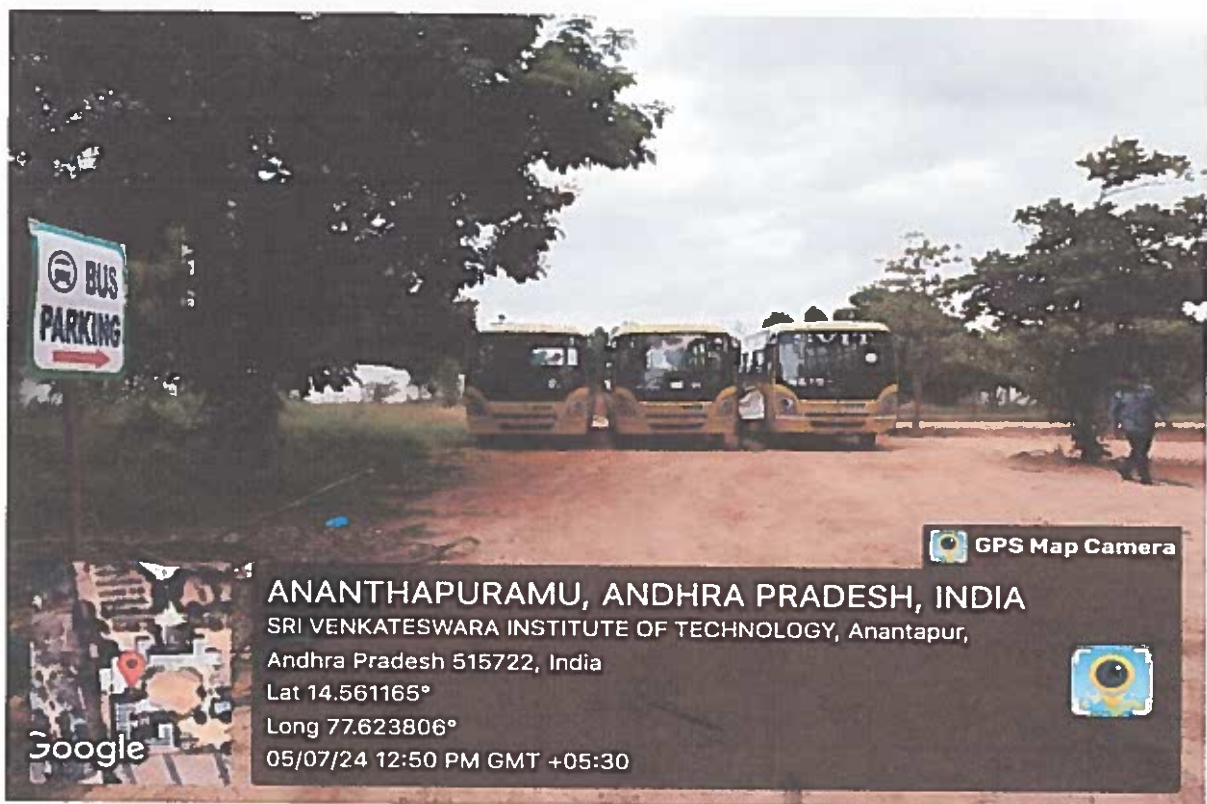


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Parking for 2 Wheelers



Busses parking

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2. Counseling:

College's commitment to providing comprehensive support for students, both academically and personally, through mentorship and counseling programs. Here's how these initiatives contribute to creating a supportive and fearless environment.

- 1. Mentorship Program:** Assigning mentors to groups of students ensures that each student has a dedicated guide who can offer personalized support and guidance. By meeting with mentees regularly, mentors can address academic challenges, provide encouragement, and help students navigate their academic journey effectively.
- 2. Regular Counseling Sessions:** Offering counseling sessions twice a month for academic problem-solving demonstrates a proactive approach to supporting students in overcoming challenges they encounter during their studies. This consistent support can help students build resilience and confidence in their abilities.
- 3. Specialized Counseling for Girl Students:** Recognizing the unique needs and challenges faced by female students, the college provides specialized counseling in three key areas: academics, career, and behavioral patterns. This targeted support helps female students address a wide range of issues, including personal, psychological, and emotional challenges, fostering a sense of well-being and empowerment.

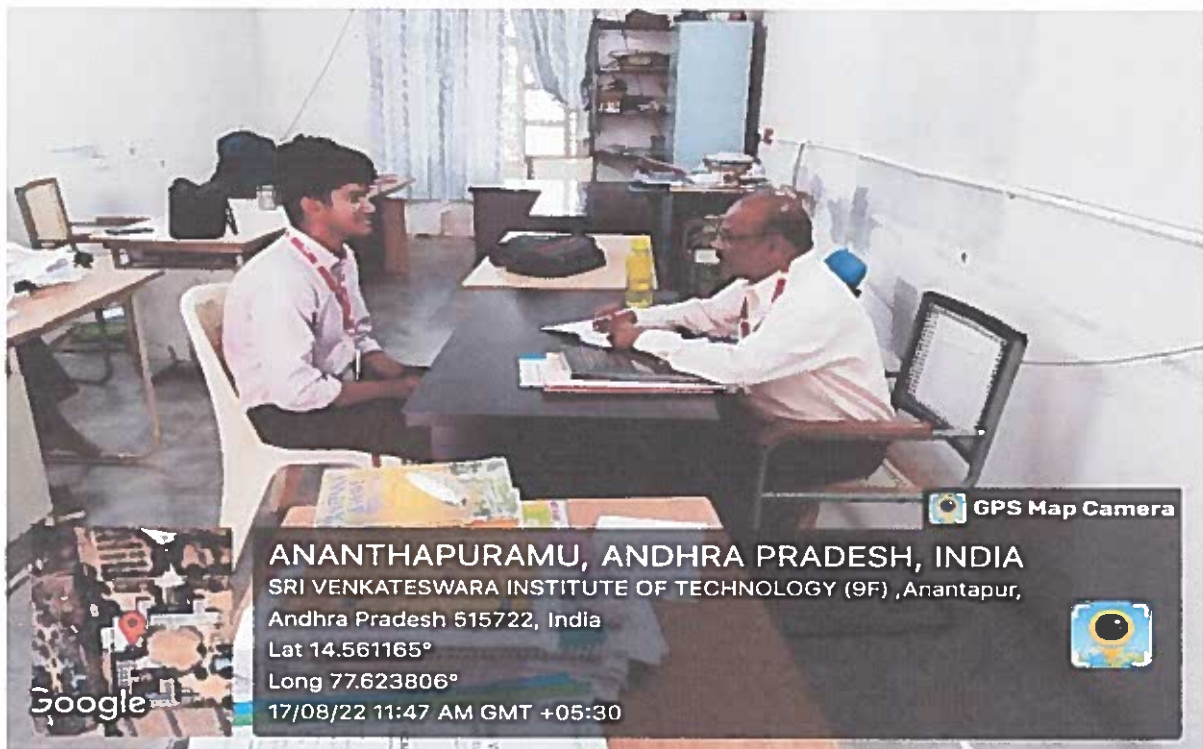


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Mrs. Kalpana of SVIT is mentoring her student



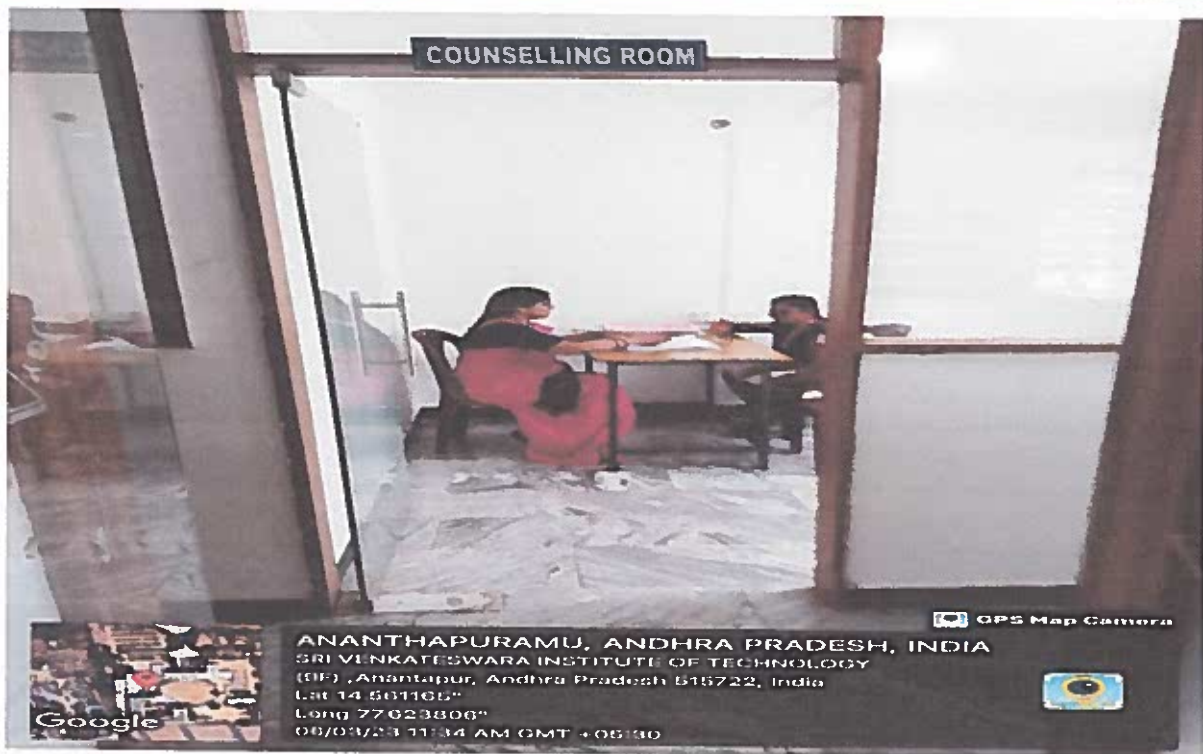
Mr. C. Murali Mohan of SVIT is counseling the student

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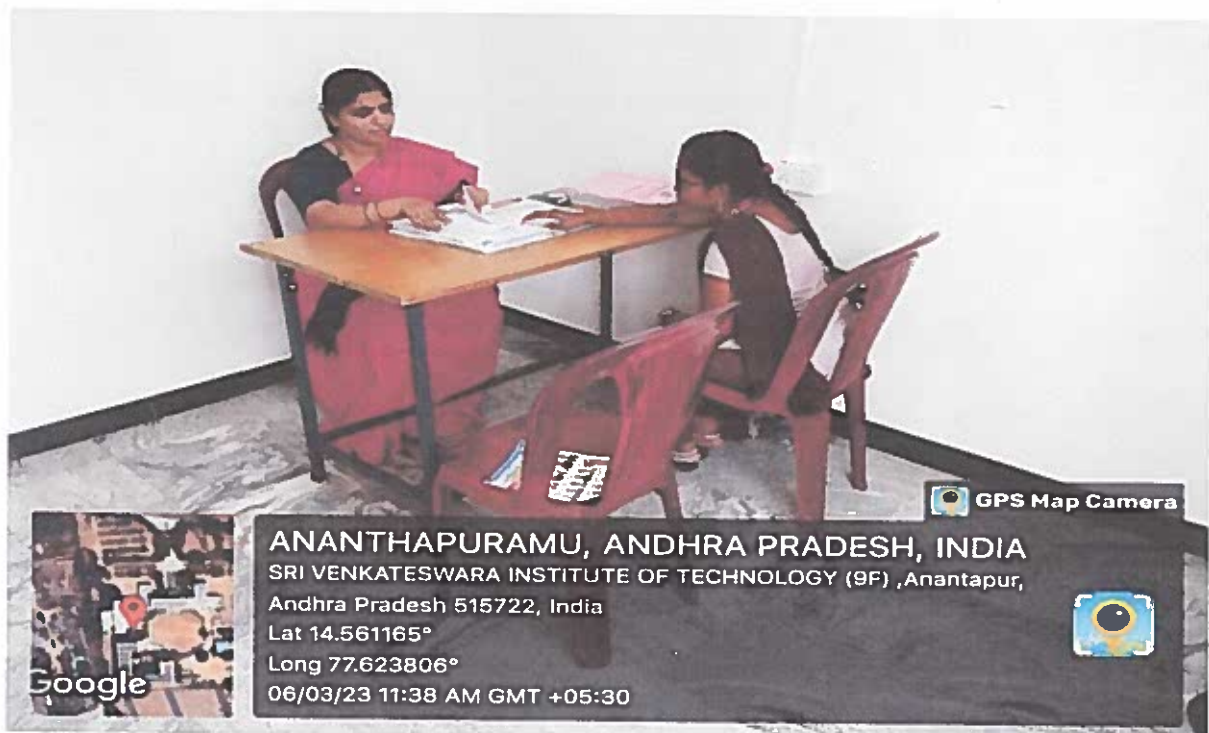


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Counseling room for girls



Mrs. Asha Latha of SVIT is counseling the students in the academics, stress related and student personal problems

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3. Common Rooms:

Providing common rooms for both male and female students to rest when needed, especially during periods of abnormal health conditions, demonstrates a thoughtful approach to student well-being. Here's how the additional facilities in the common rooms, especially for female students, contribute to creating a supportive environment.

1. Rest Facilities: Having designated common rooms where students can rest allows them to take a break and recuperate when they are not feeling well. This supports their overall health and ensures they have a comfortable space to relax and recharge.

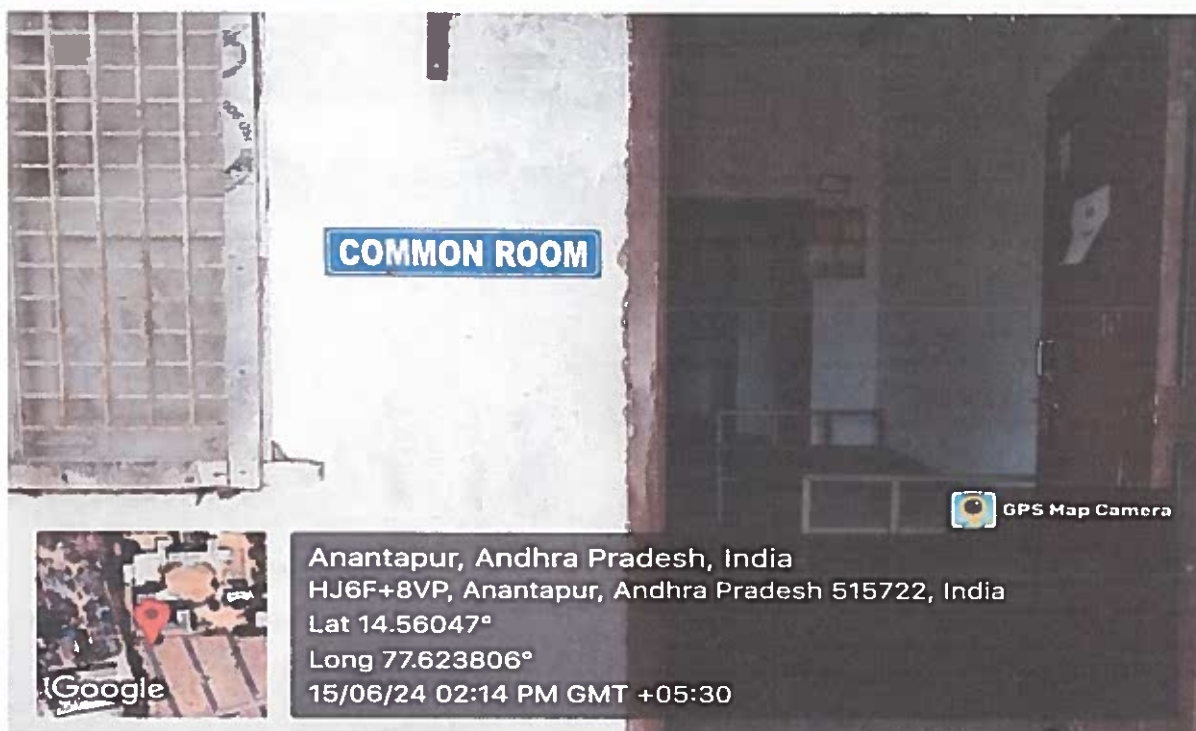
2. Sanitary Vending Machines: By installing sanitary vending machines in the ladies' restrooms, the college ensures that female students and faculty have easy access to menstrual hygiene products. This promotes menstrual health and hygiene by eliminating barriers to obtaining necessary supplies.

3. Incinerators: Providing incinerators in the ladies' restrooms allows for the safe and environmentally friendly disposal of sanitary waste. This not only maintains cleanliness and hygiene but also ensures the proper disposal of waste materials, contributing to a healthier environment.



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Common room for Girl Students

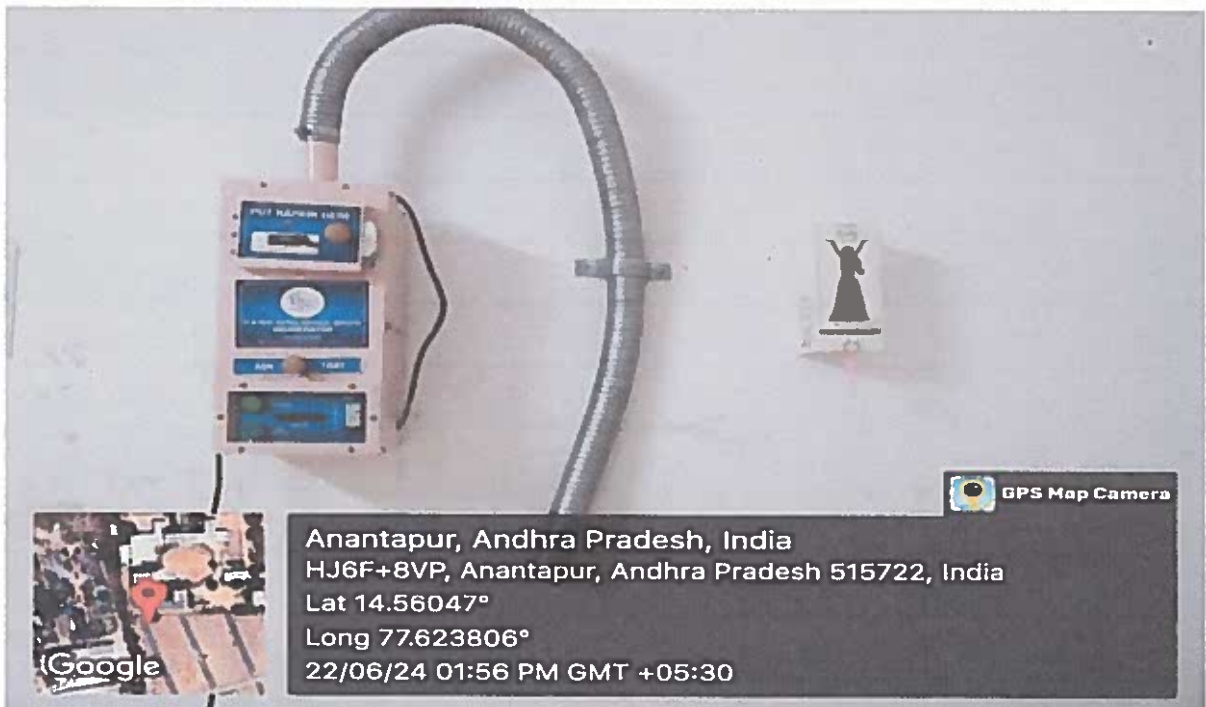


Common room for Girl Students

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Common room for Girl Students



Sanitary Napkin Wending Machine for girls and Women



4. Day care center for young children:

Establishing a day care center within an institution, involves several steps to ensure it meets the needs of the community and complies with regulations.

Here are the key considerations and steps to create a successful day care center:

Feasibility Study: Assess the availability of space within the institution. Estimate the budget required for setting up and running the day care center, including construction, staffing, equipment, and supplies.

Staffing: Hire qualified and experienced child care providers and support staff. Conduct background checks and ensure all staff have the necessary certifications and training.

Curriculum and Activities: Develop a curriculum that supports the developmental needs of children. Plan daily activities that are age-appropriate and stimulating.

Funding and Budgeting: Determine the sources of funding, which may include the institution's budget, grants, and parent fees. Develop a sustainable financial plan to cover operational costs.

Enrollment: Promote the day care center within the institution and the broader community. Create an enrollment process that is straightforward and fair.

Ongoing Evaluation: Implement a system for ongoing assessment and improvement of the day care center. Gather feedback from parents, staff, and children to make necessary adjustments.

Creating a day care center within an institution can significantly benefit employees, students, and their families by providing convenient, high-quality child care.

NOTE: Two Years (2020,2021) Day-Care Center Closed due to Corona.



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Day care center room



Day care center in the AY 2018

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Day care center in the AY 2019

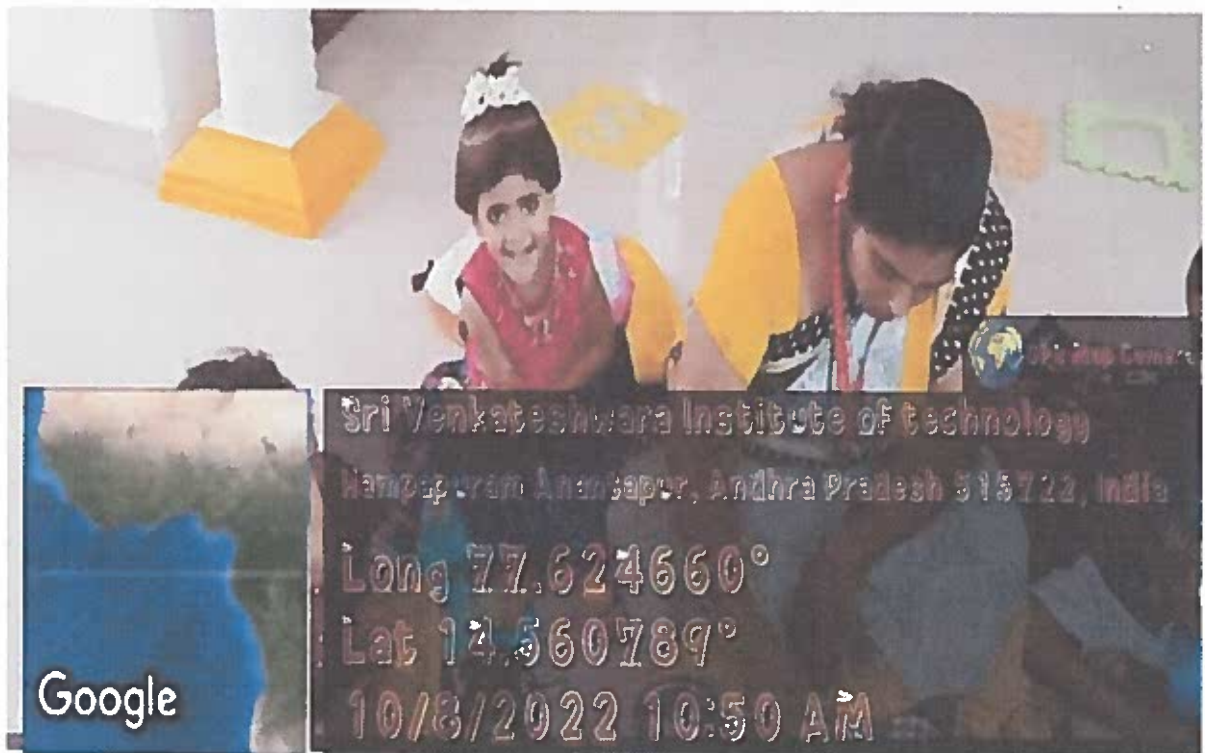
N.H.44, HAMPAPURAM (V), RAPTHADU (M), ANANTAPUR (DIST.)
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Day care center in the AY 2021-2022

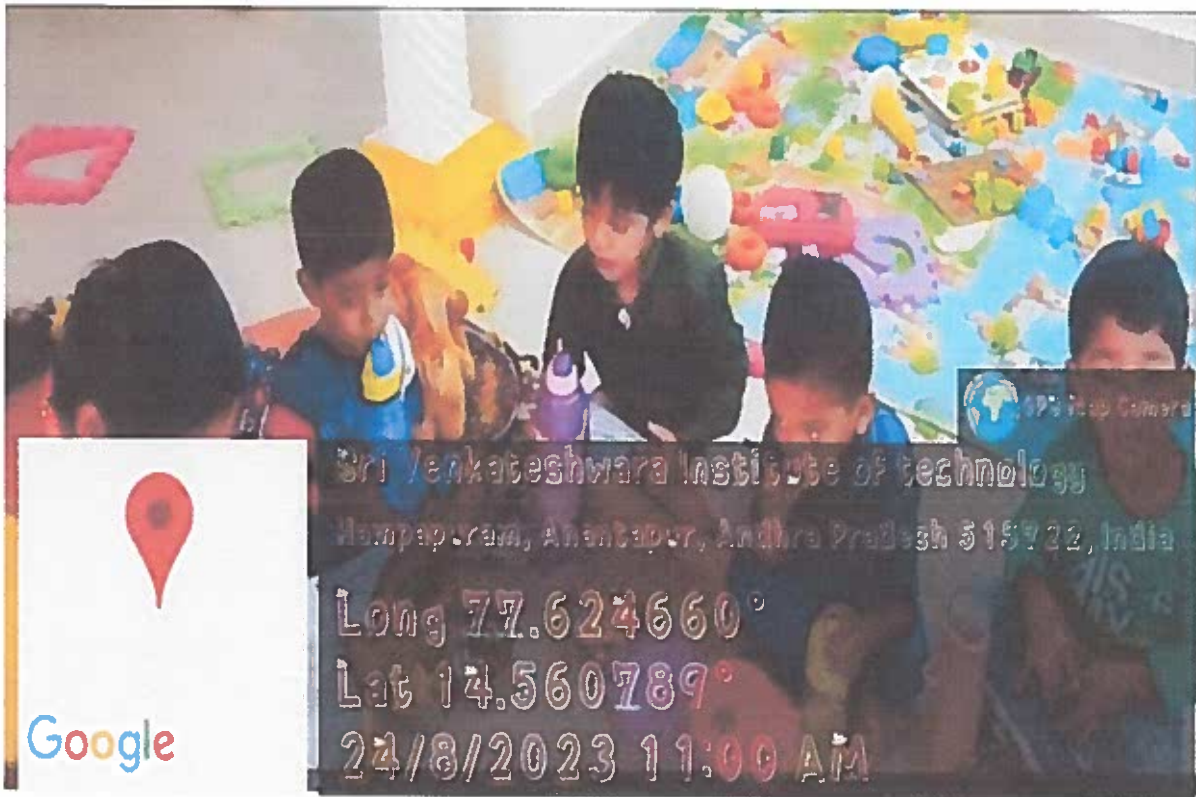
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Day care center in the AY 2022-2023

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5. Any other relevant information:

1 Open and transparent system:

Open and transparent system of recruitment and promotion of faculty and staff which is purely based on merit. We currently have 32% of female faculty members in our institution. Female faculty members hold some of the higher administrative and academic positions in the institute.

2 SVIT rules and regulations:

SVIT Regulation & Policy guidelines for admission, recruitment, administrative functioning & academic activities safeguard the interests of the students, faculty & staff without any differentiation to their gender.

3 Awareness program:

Awareness programs, International Women's Day, webinar and workshops on gender sensitivity are regularly organized in the campus by the faculty members to make them aware towards women issues in order to enhance women empowerment. The female faculty members, staff and students are attending the programs on gender sensitization.

4 Active participation by female staff and student Female faculty members and students also play a very active role in the events and fests organized by various committees and clubs of the institution. Girl's students along with female faculty members are allowed to go on industrial visits, technical exhibition etc.



SVIT provides Maternity Leave for Female Employees and Paternity Leave for Male employees as under.

1	Maternity Leave (for Female employees)	Two Weeks (12 working days)	with pay
2	Maternity Leave for Female employee	90 days or depends on recommendations of Regd. Doctor	without pay (LOPs)
3	Paternity leave for Male Employees	One week or 6 working days	with pay

To be sanctioned with the medical certificate that the employee belongs to 1st, 2nd, and 3rd issue.