

24MHMT01 - DISASTER MANAGEMENT

(Common to CSE,ECE,EEE and ME)

Credits – 0
L:T:P::2:0:0

Sessional Marks: 30
University Exam Marks: 70

Course Objectives: -Students will be able to:

1. learn to demonstrate a critical understanding of key concepts in disaster risk reduction and humanitarian response.
2. critically evaluate disaster risk reduction and humanitarian response policy and practice from multiple perspectives.
3. develop an understanding of standards of humanitarian response and practical relevance in specific types of disasters and conflict situations.
4. critically understand the strengths and weaknesses of disaster management approaches, planning and programming in different countries, particularly their home country or the countries they work in

Course Outcomes:

After completion of course, students will be able to :

- CO1: Understand the need and significance of studying disaster management
- CO2: Understand the different types of disasters and causes for disasters.
- CO3: Gain knowledge on the impacts Disasters on environment and society
- CO4: Study and assess vulnerability of a geographical area.
- CO5: Students will be equipped with various methods of risk reduction measures and risk mitigation.
- CO6: Understand the role of Information Technology in Disaster Management

UNIT: I

Introduction

Disaster: Definition, Factors And Significance; Difference Between Hazard And Disaster; Natural And Manmade Disasters: Difference, Nature, Types And Magnitude.

UNIT: II

Repercussions Of Disasters And Hazards: Economic Damage, Loss Of Human And Animal Life, Destruction Of Ecosystem.

Natural Disasters: Earthquakes, Volcanisms, Cyclones, Tsunamis, Floods, Droughts And Famines, Landslides And Avalanches, Man-made disaster:

Nuclear Reactor Meltdown, Industrial Accidents, Oil Slicks And Spills, Outbreaks Of Disease And Epidemics, War And Conflicts.

UNIT: III

Disaster Prone Areas In India

Study Of Seismic Zones; Areas Prone To Floods And Droughts, Landslides And Avalanches; Areas Prone To Cyclonic And Coastal Hazards With Special Reference To Tsunami; Post-Disaster Diseases And Epidemics

UNIT: IV

Disaster Preparedness And Management

Preparedness: Monitoring Of Phenomena Triggering A Disaster Or Hazard; Evaluation Of Risk: Application Of Remote Sensing Data From Meteorological And Other Agencies, Media Reports; Governmental And Community Preparedness.

UNIT: V


Risk Assessment


Disaster Risk: Concept And Elements, Disaster Risk Reduction, Global And National Disaster Risk Situation. Techniques Of Risk Assessment, Global Co-Operation In Risk Assessment And Warning, People's Participation In Risk Assessment. Strategies for Survival.

SUGGESTED READINGS:

1. R. Nishith, Singh AK, "Disaster Management in India: Perspectives, issues and strategies "New Royal book Company.
2. Sahni, Pardeep Et. Al. (Eds.), " Disaster Mitigation Experiences And Reflections", Prentice Hall Of India, New Delhi.
3. Goel S. L., Disaster Administration And Management Text And Case Studies", Deep & Deep Publication Pvt. Ltd., New Delhi.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	L	-	-	-	M	-	H	L	-	-	-	H
CO2	L	-	-	-	M	-	M	M	-	-	-	H
CO3	M	-	-	-	M	-	H	-	-	-	-	H
CO4	L	-	-	-	H	-	M	M	-	-	-	M
CO5	L	-	-	-	M	-	M	L	-	-	-	M
CO6	M	-	-	-	H	-	M	M	-	-	-	L


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24MHMT02 - VALUE EDUCATION

(Common to CSE,ECE,EEE and ME)

Credits – 0
L:T:P::2:0:0

Sessional Marks: 30
University Exam Marks: 70

Course Objectives

Students will be able to

1. Understand value of education and self- development
2. Imbibe good values in students
3. Let the should know about the importance of character

Course Outcomes:

After completion of course, students will be able to

CO1: To learn about philosophy of Life and Individual qualities

CO2: To learn and practice social values and responsibilities

CO3: To learn and practice mind culture, forces acting on the body and causes of diseases and their curing

CO4: To learn more of Engineer as Responsible Experimenter.

CO5: To learn more of Risk and Safety assessment with case studies.

CO6: To learn more of Responsibilities and Rights as Professional and facing Global Challenges

UNIT: I

Values and self-development –Social values and individual attitudes. Work ethics, Indian vision of humanism.Moral and non- moral valuation. Standards and principles, Value judgements .

UNIT-II

Importance of cultivation of values, Sense of duty. Devotion, Self-reliance. Confidence, Concentration Truthfulness, Cleanliness.Honesty, Humanity. Power of faith, National Unity. Patriotism.Love for nature,Discipline

UNIT: III

Requirements implementing Value-Education , Elements in implementation of value-education , Specific care requirements in implementation and in scaling up . changes are visible in students and teachers changes are visible in the atmosphere of institution.Does it relate to world problems (Its potential for the world)

UNIT: IV

Personality and Behavior Development - Soul and Scientific attitude. Positive Thinking. Integrity and discipline.Punctuality, Love and Kindness.Avoid fault Thinking.Free from anger, Dignity of labour. Universal brotherhood and religious tolerance.True friendship.Happiness Vs suffering, love for truth. Aware of self-destructive habits.Association and Cooperation. Doing best for saving nature

UNIT: V

Character and Competence –Holy books vs Blind faith.Self-management and Good health.Science reincarnation.Equality, Nonviolence, Humility, Role of Women.All religions and same message.Mind y Mind, Self-control.Honesty, Studying effectively

Suggested reading

1. Chakroborty, S.K. "Values and Ethics for organizations Theory and practice", Oxford University Press, New Delhi

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	L	-	-	-	L	H	H	-	-	-	-	H
CO2	L	-	-	-	M	H	H	-	-	-	-	M
CO3	L	-	-	-	--	M	M	H	-	-	-	M
CO4	M	-	-	-	H	M	M	L	-	-	-	L
CO5	M	-	-	-	-	H	--	-	-	-	-	M
CO6	M	-	-	-	H	M	L	-	-	-	-	M


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24MHMT03 - PEDAGOGY STUDIES

(Common to CSE,ECE,EEE and ME)

Credits : 0
L:T:P:2:0:0

Sessional Marks: 30
University Exam Marks: 70

Course Objectives:

Students will be able to:
Review existing evidence on the review topic to inform programme design and policy making undertaken by the DfID, other agencies and researchers.
Identify critical evidence gaps to guide the development.

Course Outcomes:

After completion of course, students will be able to

- 1. Identify pedagogical practices being used by teachers in formal and informal classrooms in developing countries.
- 2. Analyse the evidence on the effectiveness of these pedagogical practices, in what conditions and with what population of learners
- 3. Students are required to educate on the school curriculum and practicum and the guidance materials to support effective pedagogy

UNIT: I

Introduction and Methodology: Aims and rationale, Policy background, Conceptual framework and terminology
Theory of learning, Curriculum, Teacher education. Conceptual framework, research questions, Overview of methodology and Searching.

UNIT: II

Thematic overview: Pedagogical practices are being used by teachers in formal and informal classrooms in developing countries Curriculum, Teacher education

UNIT: III

Evidence on the effectiveness of pedagogical practices. Methodology for the evidence on the quality assessment of included studies. How can teacher education (curriculum and practicum) and the school curriculum and guidance materials best support effective pedagogy. Theory of change. Strength and nature of the body of evidence for effective pedagogical practices. Pedagogic theory and pedagogical approaches Teachers' beliefs and Pedagogic strategies

UNIT: IV

Professional development: alignment with classroom practices and follow-up support. Peer support .Support from the head teacher and the community. Curriculum and assessment .Barriers to learning: limited resources and large class sizes

UNIT: V

Research gaps and future directions

- Research design
- Contexts
- Pedagogy
- Teacher education
- Curriculum and assessment
- Dissemination and research impact.

Suggested reading

1. Ackers J, Hardman F (2001) Classroom interaction in Kenyan primary schools, Compare, 31 (2): 245-261.
2. Agrawal M (2004) Curricular reform in schools: The importance of evaluation, Journal of Curriculum Studies, 36 (3): 361-379.
3. Akyeampong K (2003) Teacher training in Ghana - does it count? Multi-site teacher education research project (MUSTER) country report 1. London: DFID.
4. Akyeampong K, Lussier K, Pryor J, Westbrook J (2013) Improving teaching and learning of basic maths and reading in Africa: Does teacher preparation count? International Journal Educational Development, 33 (3): 272-282.
5. Alexander RJ (2001) Culture and pedagogy: International comparisons in primary education. Oxford and Boston: Blackwell.
6. Chavan M (2003) Read India: A mass scale, rapid, 'learning to read' campaign. www.pratham.org/images/resource%20working%20paper%202.pdf.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	L	L	-	L	-	L	-	M	-	H	-	H
CO2	L	M	-	M	-	M	-	M	-	M	-	H
CO3	L	L	-	L	-	L	-	M	-	M	-	H
CO4	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-

G. S. Prasad
Coordinator

Sireesha

24MHMT04 - STRESS MANAGEMENT BY YOGA

(Common to CSE,ECE,EEE and ME)

Credits – 0
L:T:P::2:0:0

Sessional Marks: 30
University Exam Marks: 70

Course Objectives :

Students will be able to:

1. To achieve overall health of body and mind
2. To overcome stress

Course Outcomes:

After completion of course, students will be able to

- CO1: Develop healthy mind in a healthy body thus improving social health also improve efficiently.
- CO2: Learn how to use their bodies in a healthy way. Perform well in sports and academics.
- CO3: Will balance, flexibility, and stamina, strengthen muscles and connective tissues enabling good posture.
- CO4: Manage stress through breathing, awareness, meditation and healthy movement.
- CO5: Build concentration, confidence and positive self-image

UNIT: I

- Definitions of Eight parts of yog. (Ashtanga)

UNIT: II

- Yam and Niyam. Do's and Don't's in life.
- Ahinsa, satya, astheya, bramhacharya and aparigraha
- Shaucha, santosh, tapa, swadhyay, ishwarpranidhan

UNIT: III

- Panchakoshas and Chittavritis

UNIT: IV

- Pranayam
- ii) Regularization of breathing techniques and its effects-Types of pranayam


UNIT: V


- Asan :Various yoga poses and their benefits for mind & body

Suggested reading

1. 'Yogic Asanas for Group Training-Part-I' :Janardan Swami Yogabhyasi Mandal, Nagpur
2. "Rajayoga or conquering the Internal Nature" by Swami Vivekananda, AdvaitaAshrama (Publication Department), Kolkata

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	-	-	H		H	-	-	-	H
CO2	-	-	-	-	-	H		H	-	-	-	H
CO3	-	-	-	-	-	M		H	-	-	-	H
CO4	-	-	-	-	-	H		M	-	-	-	H
CO5	-	-	-	-	-	M		M	-	-	-	H
CO6	-	-	-	-	-	M		M	-	-	-	H


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24MHMT05 - PERSONALITY DEVELOPMENT THROUGH LIFE ENLIGHTENMENT SKILLS

(Common to CSE,ECE,EEE and ME)

Credits – 0
L:T:P::2:0:0

Sessional Marks: 30
University Exam Marks: 70

Course Objectives

1. To learn to achieve the highest goal happily
2. To become a person with stable mind, pleasing personality and determination
3. To awaken wisdom in students

Course Outcomes :

After completion of course, students will be able to:

- CO 1: Understand their Personality and achieve their highest Goals of Life.
CO2: Learn to build Positive Attitude, Self-Motivation, enhancing Self-Esteem and Emotional Intelligence
CO3: Analyze and Develop Time management, Team management, Work ethics, Good manners and personal and professional Etiquettes.
CO4: Learn the verses of Bhagvadh Githa with respect to Wisdom / Virtue / Professionalism
CO5: Learn to develop coping mechanism to manage and develop a versatile personality

UNIT: I

Introduction to Personality Development: Concept of Personality, Dimensions of Personality, Theories of Personality Development (Freud & Erickson); The Concept of Success and Failure, Factors Responsible for Success, Hurdles in achieving Success and Overcoming Hurdles, Causes of failure; SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats), Individual SWOT.

UNIT: II

Attitude, Motivation and Self-esteem: Conceptual overview of Attitude, Types of Attitudes, Attitude Formation, Advantages and Disadvantages of Positive and Negative Attitude. Ways to Develop Positive Attitude; Concept of Motivation: Definition and Nature of Motivation, Internal and External Motives, Theories of Motivation (Maslow & Herzberg), Importance of Self-Motivation, Factors leading to de-motivation; Self-esteem: Definition and Nature of self-esteem, Do's and Don'ts to develop positive self-esteem, Importance Building positive self image.

UNIT-III

Communication and Emotional Intelligence: Effective Communication, Types of Communication, Types of Etiquette; Decision-making skills, Steps in Decision Making, Conflict Management and Negotiation; Concept of Leadership, Qualities of a successful leader, Character building; Team-work, Time Management, Work ethics; Emotional Quotient, IQ Vs EQ, Dimensions of Emotional Intelligence, Components of Emotional Intelligence.

UNIT-IV

Approach to day to day work and duties.

- Shrimad BhagwadGeeta : Chapter 2-Verses 41, 47,48,
- Chapter 3-Verses 13, 21, 27, 35,
- Chapter 6-Verses 5,13,17, 23, 35,
- Chapter 18-Verses 45, 46, 48.
- Verses- 26,28,63,65 (virtue)
- Verses- 52,53,59 (dont's)
- Verses- 71,73,75,78 (do's)

UNIT: V

Personality of Role model. Shrimad BhagwadGeeta:

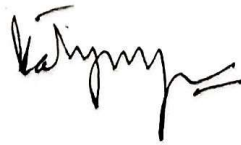
- Chapter2- Verses 41, 47,48, 17,
- Chapter 3-Verses 36,37,42,
- Chapter 4-Verses 18, 38,39
- Chapter18 - Verses 37,38,63

Suggested reading

1. Hurlock, E.B. Personality Development, 28th Reprint. New Delhi: Tata Mc GrawHill, 2006.

2. Gopinath, Rashtriya Sanskrit Sansthanam P, Bhartrihari's Three Satakam, Niti-sringar vairagya, New Delhi, 2010

3. Swami Swarupananda, Srimad Bhagavad Gita, Advaita Ashram, Publication Department, Kolkata, 2016.



4. Lucas, Stephen. Art of Public Speaking. New Delhi. Tata -Mc-GrawHill.2001 5) Mile, D.J Power of positive thinking. Delhi. Rohan Book Company, (2004)


5. "Srimad Bhagavad Gita" by Swami SwarupanandaAdvaita Ashram (Publication Department), Kolkata

6. Bhartrihari's Three Satakam (Niti-sringar-vairagya) by P.Gopinath,

7. Rashtriya Sanskrit Sansthanam, New Delhi.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	-	M	H	-	M	-	-	-	H
CO2	-	-	-	-	L	H	-	L	-	-	-	H
CO3	-	-	-	-	L	M	-	L	-	-	-	H
CO4	-	-	-	-	L	H	-	M	-	-	-	H
CO5	-	-	-	-	M	M	-	M	-	-	-	H
CO6	-	-	-	-	L	M	-	M	-	-	-	H


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