

## Progress Report on the United Nations Sustainable Development Goals (SDG 1–17)

**Reporting Period:** January 2024 – December 2025

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### Executive Overview

Between January 2024 and December 2025, Woxsen University transitioned from SDG alignment to measurable institutional impact by embedding sustainability across curriculum, research, campus operations and global partnerships. The institutional strategy organizes SDG activity into four mutually reinforcing themes — **People, Planet, Prosperity, Partnerships** - which align to the University Strategic Plan (2024–2030) and the UN 2030 Agenda.

Key headline achievements (2024–2025):

- **Global partnerships:** Expanded to-180 partner institutions (+50% vs 2024 baseline).
- **Research footprint:** Scopus-mapped outputs across SDGs total >1,000 publications; highest concentrations: SDG 9 (221), SDG 3 (121), SDG 7 (118).
- **Seed grants & innovation:** 8 active seed-funded projects addressing priority SDGs (health, energy, nanomaterials, drones, social inclusion).
- **Campus sustainability & operations:** Renewable energy generation on campus 835,556 kWh; renewable share (energy use) grew from 18% → 27%; measured Scope 1 & 2 emissions 4,277 tCO<sub>2</sub>e (baseline reporting from 2020); public net-zero commitment by 2030.
- **People indicators:** Total students 4,841 (female 2,612); faculty 276 (female 149); notable governance shift — women in senior leadership and faculty grew materially (female leadership & faculty metrics improved substantially).
- **Community reach:** Outreach expanded to 1,350 direct beneficiaries in 2025 and programmatic reach across education, health and digital literacy.

This report uses thematic narrative plus SDG-by-SDG mapping embedded in each theme, with an annexed research and project mapping table keyed to institutional evidence.

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### THEME 1 — PEOPLE (Health, Education, Inclusion, Justice)

This theme consolidates SDGs that primarily concern human development, equity and institutional governance: **SDG 1, 2, 3, 4, 5, 6, 10, 16**. For each SDG, the report presents the contextual significance, Woxsen University’s institutional initiatives, and the measurable outcomes achieved, including Scopus-indexed publication counts where applicable.

## **SDG 1 — No Poverty (17 Scopus-mapped publications)**

**Context & Rationale:** Poverty reduction continues to require inclusive financial access, skills and entrepreneurship for vulnerable groups.

**Woxsen action:** Implemented a field program in Telangana focused on digital financial inclusion for tribal women. Activities included vernacular financial-literacy modules, UPI/Aadhaar payment training, and linkage to local self-help groups and micro-credit.

**Outcomes:**

- 300+ tribal women trained; increased usage of digital payments and local micro-enterprises formed.
- Measurable improvement in household ability to access transfers or government benefits via digital channels.

**Impact narrative:** The project demonstrates how targeted education and capacity building at the community level translate into income resilience and reduced vulnerability.

## **SDG 2 — Zero Hunger (23 Scopus-mapped publications)**

**Context & Rationale:** Food security in the region interacts with biodiversity, climate risk and traditional knowledge.

**Woxsen action:** Ethnographic and applied research on indigenous agricultural practices in the Western Ghats; transnational cooperation on resilient agri-systems. Practical outputs include curriculum modules and rural nutrition awareness workshops.

**Outcomes:** Documentation of 12 community farming techniques, pilot agri-entrepreneurship engagement for rural youth, and localized nutrition education programs.

## **SDG 3 — Good Health & Well-Being (121 Scopus-mapped publications)**

**Context & Rationale:** Universities are pivotal in biomedical discovery, public health innovation and community health outreach.

**Woxsen action & research:** Seed-funded medicinal chemistry research (nitrocromene derivatives), lab upgrades (rotary evaporator and vacuum capability), AI-for-health engagements at international conferences, and campus mental/physical health programs.

**Outcomes:** A Q1 journal publication, enhanced lab R&D capacity, regular health camps and integrated curriculum producing graduates familiar with health-tech and public health dynamics.

## **SDG 4 — Quality Education (35 Scopus-mapped publications)**



**Context & Rationale:** Quality, inclusive education and global citizenship are foundational to all SDG progress.

**Woxsen action:** Systematic SDG mapping of curricula (target: 100% by 2027), faculty development (AACSB/EFMD engagements), mobility expansion (student exchanges up substantially), and flagship experiential programs (#FutureYou Summit, Design Vanguard).

**Key metrics:** Partner institutions increased from 120 → 180 (+50%); outgoing mobility and incoming international student numbers rose meaningfully.

**Outcomes:** Greater global exposure, intercultural competencies and explicitly SDG-tied course content.

## **SDG 5 — Gender Equality (19 Scopus-mapped publications)**

**Context & Rationale:** Gender parity in leadership, research and technology access strengthens innovation and social resilience.

**Woxsen action:** Multi-pronged gender strategy (mentorship networks, women-in-STEM initiative, leadership appointments, and targeted research on women's economic inclusion).

**Updated indicators (2024 → 2025):**

- **Female students in leadership roles:** 29% → **45%** (growth +55%)
- **Women in faculty / administration:** 38% → **57%** (growth +50%)
- **Female entrepreneurship participation:** 23% → 36% (+57%)

**Outcomes & interpretation:** These step changes reflect deliberate hiring, promotion and programmatic policies that yielded rapid improvements in representation and participation. Gender-related research outputs and international collaborations grew correspondingly.

## **SDG 6 — Clean Water & Sanitation (33 Scopus-mapped publications)**

**Context & Rationale:** Water and sanitation interventions must be culturally sensitive to be effective among tribal communities.

**Woxsen action:** Ethnographic sanitation research, community hygiene education campaigns, and co-design of hybrid sanitation models compatible with local norms.

**Outcomes:** Field pilots of community-driven sanitation modules and youth water stewardship campaigns; integration of water governance into policy course modules.

## **SDG 10 — Reduced Inequalities (87 Scopus-mapped publications)**

**Context & Rationale:** Reducing socio-economic and regional inequalities is essential to inclusive development.

**Woxsen action:** Scholarships for EWS students, mobility support for underrepresented

groups, and community inclusion programs.

**Key metrics:** EWS scholarships rose from 38 → 57; international students from developing nations increased; student body broadening to include more from Tier-II/Tier-III cities.

**Outcomes:** Greater access, more diverse cohorts and improved participation in global programs for lower-income students.

## **SDG 16 — Peace, Justice & Strong Institutions (68 Scopus-mapped publications)**

**Context & Rationale:** Ethics, governance and civic education underpin institutional credibility and societal trust.

**Woxsen action:** Established Institutional Ethics & Research Review Board (IERRB), ran thematic international conferences on justice and governance, integrated Responsible Leadership into curricula and hosted MUN.

**Outcomes:** Enhanced institutional governance, transparency measures and ethics training embedded across schools.

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## **THEME 2 — PLANET (Energy, Climate, Sustainable Production & Land/Water Stewardship)**

This theme groups SDGs primarily associated with the environment and planetary boundaries: **SDG 7, 11, 12, 13, 14, 15.**

### **SDG 7 — Affordable & Clean Energy (118 Scopus-mapped publications)**

**Rationale:** Energy transition is essential to climate mitigation and development.

**Woxsen action & impact:** Two operational renewable energy research labs (energy materials, photocatalysis), seed grants for TMO solar cells achieving prototype efficiencies (>18% lab), and hydrogen-generation photocatalysis pilots. Campus renewable generation in 2025: **835,556 kWh**. Renewable share of campus energy rose **18% → 27%**. Student and faculty engagement in hands-on renewable experiments increased.

**Interpretation:** Woxsen's material science and applied energy work contribute directly to national renewable targets and foster industry-ready expertise.

### **SDG 11 — Sustainable Cities & Communities (74 Scopus-mapped publications)**

**Rationale:** Urban resilience, safe public spaces and participatory planning are central to sustainable urban futures.

**Woxsen action:** International symposium on safe cities, design studios for climate-adaptive architecture, and community design projects.

**Metrics (combined 2024–25):** Research projects scaled, design exhibitions increased, and

community projects more than doubled.

**Outcomes:** Student design prototypes informing regional planning and strengthened links with municipal stakeholders.

## **SDG 12 — Responsible Consumption & Production (59 Scopus-mapped publications)**

**Rationale:** Circularity and sustainable production reduce environmental impact.

**Woxsen action:** Design Vanguard showcased sustainable materials; nanostructured recyclable catalysts developed; campus green audit delivered a **-18%** reduction in single-use plastics and full implementation of waste segregation & composting units.

**Outcomes:** Behaviour change across campus, incorporation of life-cycle design principles into curricula, and student entrepreneurship in circular products.

## **SDG 13 — Climate Action (96 Scopus-mapped publications)**

**Rationale:** Mitigation, adaptation and climate education are institutional priorities.

**Woxsen action & measurements:** Carbon inventory (Scope 1&2) reported at **4,277 tCO<sub>2</sub>e** (with Scope 3 ~248 tCO<sub>2</sub>e). Campus energy consumption **859,236 kWh** and water consumption **18,712 m<sup>3</sup>** in the year. Per capita emissions were reduced from 480 kg → **420 kg** (-12.5%); climate literacy workshops expanded 10 → 18. Net-zero pledge by **2030**.

**Outcomes & interpretation:** Measurable reductions and clear targets backed by policy commitments and campus operational investments (renewables, energy efficiency).

## **SDG 14 — Life Below Water (42 Scopus-mapped publications)**

**Rationale:** Inland water stewardship, blue economy literacy and water quality are relevant to regional sustainability.

**Woxsen action:** Cultural-ecology research linking sacred water practices to stewardship; student water literacy drives; course modules on Blue Economy developed in partnership with international universities.

**Outcomes:** Education and policy recommendations for community-based aquatic conservation models.

## **SDG 15 — Life on Land (84 Scopus-mapped publications)**

**Rationale:** Land conservation and biodiversity are vital for ecosystem services.

**Woxsen action:** Campus biodiversity corridors, 1,000 saplings planted (2024–25), curricular work in Environmental Humanities and field research with tribal communities. Green cover increased and biodiversity research output grew.

**Outcomes:** Living campus as an experiential learning environment and contributions to conservation policy dialogues.

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### **THEME 3 — PROSPERITY (Innovation, Work, Industry & Economic Growth)**

This theme captures the university's innovation, entrepreneurship, industrial engagement and economic empowerment activities: **SDG 8, SDG 9, SDG 12.**

#### **SDG 8 — Decent Work & Economic Growth (102 Scopus-mapped publications)**

**Rationale:** Universities must prepare graduates for sustainable livelihoods and support SME competitiveness.

**Woxsen action:** Incubation Hub (8 start-ups in 2024–25, 3 seeded), SME collaborations with Japanese partners, faculty engagement at global entrepreneurship forums. Graduate employment rates are high (median grad salary ~USD 18,297; employment rate improved year-on-year). Female entrepreneurship participation rose substantially.

**Outcomes:** Start-up creation, industry collaboration growth and skills programs aligned to local job markets.

#### **SDG 9 — Industry, Innovation & Infrastructure (221 Scopus-mapped publications)**

**Rationale:** Applied R&D and infrastructure underpin national competitiveness and sustainable technology development.

**Woxsen action:** High-intensity R&D with outcomes across advanced materials, AI auditing, drones for disaster response and biomedical chemistry; increase in patents and industry projects.

**Institutional metrics:** Patents filed (4 → 6), industry-sponsored projects (6 → 9), interdisciplinary research projects (5 → 11), Q1/Q2 publications up substantially.

**Outcomes & interpretation:** Woxsen is an active knowledge generator for industry and public-sector technological innovation.

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### **THEME 4 — PARTNERSHIPS (Global Cooperation, Institutional Capacity & SDG 17)**

This theme consolidates the enabling mechanisms — partnerships, governance, data and institutional systems that scale SDG implementation: **SDG 17** primarily, but also governance links across SDGs.

#### **SDG 17 — Partnerships for the Goals (108 Scopus-mapped publications)**

**Rationale:** Partnership networks multiply institutional impact and accelerate knowledge transfer.

**Woxsen action:** Expanded global MoUs (+180 partners), hosted international forums (AABS 2025 forum selection), diverse joint research projects and mobility agreements. Cross-disciplinary cooperation evident in the Scopus mapping showing 108 publications mapped to SDG 17.

**Outcomes:** Multi-country co-authorships, joint degree exploration, and international recognition (Eduniversal Palmes, AACSB dialogues) that reinforce the University's capacity to deliver cross-SDG initiatives.

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## **Institutional Operations & Campus Data (selected consolidated metrics)**

### **People & Academic Profile**

- Total students (overall): **4,841**
  - Undergraduate: 3,628; Graduate/postgraduate: 1,213
  - Female students: **2,612** (54% of total)
  - International students (overall): **235**
- Faculty: **276** (Female faculty: **149**; PhD-qualified staff: **213**)
- Senior leadership team members: **13** (6 male)

### **Sustainability & Environmental Operations**

- Campus building footprint: **41,620 m<sup>2</sup>**
- Total campus energy consumption (year): **859,236 kWh**
- Renewable energy generated (on campus): **835,556 kWh**
- Renewable energy share: **18% → 27%** (2024 → 2025)
- Total Scope 1 & 2 emissions (latest inventory): **4,277 tCO<sub>2</sub>e**
- Estimated Scope 3 emissions: **248 tCO<sub>2</sub>e**
- Baseline reporting year: **2020** (baseline Scope 1 & 2: 478 tCO<sub>2</sub>e)
- Campus water consumption: **18,712 m<sup>3</sup>**
- Net-zero public commitment: **2030**

### **Social & Inclusion**

- Scholarships covering 100% fees: **11** students; ≥50% fees: **1,278** students
- Student retention: **97%**; completion rate: **96%**

- First generation learners reported: **3%** (institutional reporting field)
- Outreach programs and beneficiaries: 16 programs (2025), ~**1,350** beneficiaries

### Research & Bibliometrics (Scopus SDG mapping)

- Total Scopus-mapped publications across SDGs: **>1,000**
  - Top SDG coverage by publication counts: SDG 9: **221**, SDG 3: **121**, SDG 7: **118**, SDG 17: **108**, SDG 13: **96**
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### Governance, Accountability & Data Systems

Woxsen's governance integrates SDG performance management via:

- **ERS (Ethics, Responsibility & Sustainability) Wing:** central committee driving policy and operational targets.
- **SDG Mapping Protocol:** mandatory tagging of courses and research proposals to SDGs.
- **Institutional policies:** EDI policy, anti-harassment and anti-corruption frameworks, accessibility measures and mandatory staff/student sustainability training.

### Analytical Commentary — Key Challenges & Strategic Opportunities

#### Challenges

1. **Scale & funding:** Need to move from seed-grant to externally funded, multi-partner consortia for large cross-SDG projects.
2. **Operational scale for renewables:** While renewable share rose, on-site generation and storage require further capital investment.
3. **Data integration:** Consolidating SDG performance into accreditation frameworks and global ranking toolsets remains work-in-progress.

#### Opportunities

1. **Woxsen Centre for Sustainable Futures (WCSF):** a proposed interdisciplinary hub for SDG research, translational innovation and policy advisory (target 2026 launch).
2. **Scale PhD & Postdoc pipelines:** Expand joint doctoral programs with partners for applied SDG research.
3. **South–South knowledge exchange:** Expand AABS & UNAI collaborations to amplify Global South perspectives and co-deliver capacity building.

4. **Carbon neutrality roadmap:** Focused investment in rooftop solar (Phase II), energy efficiency, and green procurement to meet the 2030 pledge.
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## **Strategic Roadmap (2026–2030) — Priority Actions**

### **Research & Innovation**

- Establish WCSF with interdisciplinary labs and seed funds → target 25 new SDG projects and 15+ Q1 publications by 2030.

### **Education & Curriculum**

- Achieve full SDG course mapping by **2027**; embed experiential SDG-based projects across degrees.

### **Campus & Operations**

- Implement Phase II solar rooftop programme (2026) and energy storage pilots; accelerate building retrofits.

### **Partnerships & Mobility**

- Increase partner count to **300+** (target 2030) and expand dual degrees and co-supervision arrangements.

### **Community & Impact**

- Scale outreach to reach **10,000+** direct beneficiaries by 2030 via health, education and skill development programs.
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### **Conclusion:**

Woxsen University demonstrates clear, measurable progress across the UN SDG framework during the reporting period (Jan 2024–Dec 2025). Institutional strategy, a growing global partnership network, targeted seed funded research, and a measurable improvement in campus sustainability metrics together substantiate Woxsen’s positioning as a leader in sustainable higher education in the Global South. The University commits to accelerating research scale, expanding renewable capacity, and growing its community impact through the Woxsen Centre for Sustainable Futures and an ambitious 2030 net-zero programme.



## **SUSTAINABILITY POLICY**

### **PURPOSE:**

To reaffirm Woxsen University's commitment to prioritize the well-being and protection of environment within and beyond the campus by being mindful of its activities and taking up initiatives that contribute to environmental welfare and minimize any detrimental impact, carbon footprint, global warming and exploitation of resources.

This policy will outline the university's sustainability objectives and implementation.

### **OBJECTIVES:**

The university would adhere to its commitment to support and execute the following sustainability objectives:

#### **- Education and Culture :**

- Educate all stakeholders of the university about sustainable practices and promote eco-literacy by ensuring active participation of the university community in sustainable initiatives.
- Integrate sustainability learning as a part of the academic course curriculum.
- Establish clubs and Centres of Excellence dedicated towards the promotion, initiation and implementation of sustainable practices.
- Raise awareness among university residents about the university's environmental impact, activities and contribution of the individual, university and community.

#### **- Energy and Water:**

- Take measures to promote resource efficiency and minimize usage of limited natural resources like water, energy and petroleum products by insisting on conservation, reduction of waste and adoption of power-efficient, water-efficient and petroleum-free practices, while focusing on the use of renewable sources such as solar energy.
- To foster zero waste concept (rethink, reduce, reuse, recycle) to minimize use of natural resources, minimize waste and adopt efficient waste disposal practices.

- **Carbon Emissions and Transport:**

- Reduce carbon footprint associated with energy, water, travel and waste by taking appropriate methods and aiming at a carbon neutral campus by 2026 and net zero campus by 2030.
- Restrict use of emission producing vehicles on campus beyond the main gate parking and alternately using E-vehicles, cycles, skateboards or walking.

- **Construction and Infrastructure:**

- Architecturally structure and construct buildings that are in line with green building concept that promote daylight savings, minimal paint usage (to reduce the negative environmental effects of paint such as toxic emission of chemicals and volatile organic compounds (VOCs)) and maximise space utility.
- To plan extensive landscaping within and around every building.

- **Procurement:**

- To focus on sustainable procurement practices that support the purchase of sustainable goods and services from responsible contractors, vendors and suppliers.
- To invest in machinery or methods that would complement sustainability goals.

- **Food:**

- To reduce kitchen wastage by monitoring ingredient usage and preparing food as per demand on a continuous basis rather than a single bulk preparation.
- To encourage consumers to minimize wastage via awareness campaigns.
- To convert food waste into compost that may be used to fertilize the campus flora.

- **Waste Management:**

- Waste prevention as a first step, following proper and efficient waste management by adopting the best practices; to reduce, reuse, recycle or safely segregate and dispose produced waste, while ensuring compliance with all legal requirements.

- **Greenery:**

- To create a verdant environment with extensive landscaping that is well-maintained and spread across the campus, while adopting efficient irrigation techniques.

**IMPLEMENTATION:**

This policy is communicated to all employees in an appropriate and meaningful manner. Woxsen has appropriate systems and processes in place to ensure compliance with the policy and with statutory provisions, including the processing of grievances for redressal. Compliance will be regularly monitored and evaluated by the Ethics and Sustainability Committee (ESC). The initiatives taken up under sustainability will be reviewed by the management every quarter.

**INITIATIVES TAKEN UP TILL DATE:**

*Refer to Sustainability Initiatives Document*

# GREEN AUDIT REPORT

## 2024-2025

### WOXSEN UNIVERSITY



Assessed By: Global Management Certification Services Pvt. Ltd.

Approved By: Chairman, Green Audit

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## **INTRODUCTION:**

Green Audit is a process of systematic identification, quantification, recording, reporting and analysis of components of environmental diversity of institute. It aims to analyze environmental practices within and outside of the concerned place, which will have an impact on the eco-friendly atmosphere. Green audit is a valuable means for a university to determine how and where they are using the most energy or water or other resources; the University can then consider how to implement changes and make savings. It can create health consciousness and promote environmental awareness, values and ethics. It provides staff and students with a better understanding of green impact on campus. If self-enquiry is a natural and necessary outgrowth of a quality education, it could also be stated that institutional self-enquiry is a natural and necessary outgrowth of a quality educational institution. Thus, it is impessrative that the University evaluate its own contributions toward a sustainable future. As environmental sustainability is becoming an increasingly important issue for the nation, the role of higher educational institutions in relation to environmental sustainability is more prevalent.

The rapid urbanization and economic development at local, regional and global level has led to several environmental and ecological crises. On this background it becomes essential to adopt the system of the Green Campus for the institutes which will lead to sustainable development and at the same time reduce the sizable amount of atmospheric CO<sub>2</sub> from the environment. The National Assessment and Accreditation Council, New Delhi (NAAC) has made it mandatory that all Higher Educational Institutions should submit an annual Green Audit Report. Moreover, it is part of the Corporate Social Responsibility of the Higher Educational Institutions to ensure that they contribute towards the reduction of global warming through carbon footprint reduction measures.

## **OBJECTIVES:**

In recent time, the Green Audit of an institution has been becoming a paramount important for self-assessment of the institution which reflects the role of the institution in mitigating the present environmental problems. The University has been putting efforts to keep our environment clean since its inception. Therefore, the purpose of the present green audit is to identify, quantify, describe and prioritize the framework of Environment Sustainability in compliance with the applicable regulations, policies and standards. The main objectives of carrying out Green Audit are:

- To map the Geographical Location of the University
- To document the floral and fauna! diversity of the University
- To record the meteorological parameter of university
- To document the ambient environmental condition of weather, air, water and noise of the University
- To document the waste disposal system
- To estimate the Energy requirements of the University
- To report on the expenditure on green initiatives during the last five years

## **METHODOLOGY:**

The purpose of the green audit of WOXSSEN University is to ensure that the practices followed in the campus are in accordance with the Green Policy of the country. The methodology includes collection of data, physical inspection of the campus, observation and review of the documentation and data analysis.

## **ABOUT THE UNIVERSITY:**

Woxsen was established in 2014 by Praveen K Pula, with a vision 'To build an institution of excellence in higher learning led through disruption, develop a multi-cultural yet inclusive cohort of global professionals and contribute towards societal welfare'. The institution is backed by 4 core pillars of applied learning, academic excellence, global outlook and diversity-inclusivity.

Woxsen gained the reputed University status in 2020 and has been successfully accredited by NBA, AICTE, COA & The Bar Council of India alongside having international memberships with AACSB, AMBA, AMDISA, EFMD, RRBM, PRME, GRLI and GBSN.

Pinakin Educational Trust works as the sponsoring and managing body of Woxsen University.

Woxsen was pioneered with the Business school and has exponentially expanded into 6 additional schools - Arts & Design instituted in 2016, Architecture & Planning in 2019, Technology in 2020, Liberal Arts & Humanities and Law in 2022, with School of Sciences in 2023. It offers UG, PG and Doctoral programs with Executive Education and Certification courses.

Woxsen University has been consistently ranked in top positions by the Times. Outlook, B-School, IIRF, BusinessWorld, PRME and other prestigious bodies, including achieving the highest level of 5 in the Global Positive Impact Rating for its positive social impact and sustainability endeavors and being declared as a Principles for Responsible Management Education Champion 2023.

With prime focus on internationalization, the university has 10+ international partners spread across more than 40+ countries offering opportunities for student & faculty exchange, research collaboration, lecture series, global forums, corporate projects, dual degrees, progressive studies, centers of excellence and many more.

Embracing the entrepreneurial spirit, Woxsen has set up the Trade Tower, an incubation Centre that induces, guides, refines and funds potential in-house startups.



## **ACHIEVEMENTS OF THE UNIVERSITY**

### **2014**

- Woxsen School of Business established with PGDM & PGPXP(Executive) Programs
- Acquired Accreditation by AICTE, Govt. of India.
- Launched 'Woxsen Trade Tower' - Business Incubation and Investment Centre to Encourage Entrepreneurship Amongst Students.

### **2015**

- Launched Centre for Executive Education and Consulting (CEEC), bringing both Nationally Acclaimed and International Faculty from Harvard, Oxford, Wharton & Purdue, to name a few.
- Launched innovative and tailor-made - Custom and Open Programs.
- Acquired Global Immersion Partnerships with Nanyang Technological University, Singapore (QS World University Rank 11) & Mannheim Business School, Germany (FT Global Rank 27).

### **2016**

- Ranked TOP 25th B-School by ASIA Inc.
- Member of AMDISA, the only association that networks management development institutions across South Asian Nations
- Established Woxsen School of Arts & Design, 4 Year B. Des Degree and Global Immersion Partnership with Nanyang Technological University, Singapore.
- Successfully Launched 'Ormeal Foods', a Well-Structured business idea by Woxsen Students, through Woxsen Trade Tower.

### **2017**

- Youngest B-School to be conferred With Prestigious memberships by the two largest global accreditation bodies in business education - AACSB (USA) and AMBA (UK).

### **2019**

- Forayed into disruptive technology with the launch of PGDM-Business Analytics, Artificial Intelligence & Machine Learning program.
- Acquired the Accreditation by NBA, Govt. of India (PGDM 2019-2021).
- Ranked 3rd All India Top Private Design School by IIRF, Education Post.
- Ranked 4th Top Private B-School in the entire South Region by Business World.
- Ranked 11th All India Top B-School by IIRF, Education Post.
- Launched Artificial Intelligence (AI) & Robotics Lab on Campus.
- Established Woxsen School of Architecture & Planning with COA approved 5-Year B. Arch Degree

### **2020**

- Woxsen University was established. One of the First Private Universities in Telangana State
- Ranked 2nd Top Emerging BBA College in India by Outlook

## **Green Audit Report, WOU**

- Ranked 2nd Top Private Design Institute in India by IIRF, Education Post
- Ranked 4th Top Private B-School in South Region, India by Business World
- Ranked 8th Top B-School in India by IIRF, Education Post
- Ranked 8th National Impact, Top 50 Private Universities in India by IIRF, Education Post
- Ranked 15th Top Private B-School for Executive MBA in India by Business World
- Ranked 16th Top Private B-School in India by Business World
- World Woxsen Forges Global Partnership with 12+ World's Leading Universities for International Exchange Program

### **2021**

- Ranked 4th Top Private University in India by Times B-School Ranking
- Ranked 14th Top 100 B-Schools in India by Times B-School Ranking
- Launch of "Bloomberg Finance Lab"
- Launch of First Edition of #AIKP2021 International Conference
- Launch of India's largest Learning Centre - Vithal Gandhi Centre (Central Library)
- Launch of International Standard "Mega Sports Complex"
- Acquired New International Memberships by RRBM, PRME, and GRLI

### **2022**

- Highest Level 5 – Pioneering Schools in Positive Impact Rating
- Debuted in Dalal Street Journal's list of Top B-School beyond IIMS
- Rank 16 All India Top Pvt. B-Schools, BusinessWorld 2022
- Successfully completed Woxsen-Monmouth Elevate Program
- Reached the mark of 90+ Global Partner Universities
- Launched 50+ Centers of Excellence
- Launched 200+ Fellowship & Chair Professorships

### **2023**

- Woxsen's MBA program is EFMD Global Accredited, putting it in the league of Top 1% of B-Schools worldwide to get this recognition
- Rank 12 in All India Top 100 B-Schools, Times B-School Ranking 2023
- All India Rank 2 among the Top Pvt. Design Schools of India, IIRF Best Design Colleges Ranking 2023
- Received The Most Coveted Campus Transformation Award 2023 by Coursera
- Featured 2 Years in a row in Dalal Street Journal's list of Top B-School beyond IIMS

## **Green Audit Report, WOU**

- Exceeded the mark of 120+ Global Partner Universities
- Launched ICC Standard Cricket Ground
- Acquired New International Membership by ISCN
- Honored with Student's Choice Award 2022-23 by Career Guide
- Inauguration of Asia's most exquisite Indoor Sports Stadium, SportX by World Badminton Champion, PV. Sindhu
- Acquired International Membership of Business Graduates Association (BGA)
- MBA Program is Ranked by QS Business Masters' World Rankings, 2024 standing alongside some of the most revered institutions in India and other global counterparts
- MBA (Business Analytics) ranked Top 101+ globally, 13th in Asia, and 3rd in India by QS Business Masters World Ranking 2024
- MBA (Financial Services) ranked Top 151+ Worldwide, 14th in Asia, 2nd in India by QS Business Masters World Ranking 2024
- MBA (General) ranked Top 151+ Worldwide, 27th in Asia, 17th in India by QS Business Masters World Ranking 2024
- Ranked 15th in Top Pvt. B-Schools category by Business World
- Inauguration of Moot Court by Narasimha Reddy, Chairman - Bar Council of Telangana

## **2024**

- Ranked #11, Top Private B-schools in India, Business World Ranking 2024
- Ranked #20, Top B-Schools in India, Business World Ranking 2024
- Selected as PRME champion, among 47 Business Schools Globally
- School of Business recognized among India's Best Business Schools Beyond IIMs in the January 2024 issue of Dalal Street Investment Journal
- Ranked 12 in All India Top Pvt. B-Schools by IIRF
- Ranked 11 in All India Top 100 B-Schools by Times B-School Ranking
- Ranked 2 in All India Top Private Design Institute by IIRF, Education Post
- MBA (Business Analytics) ranked Top 101+ globally, 09th in Asia, and 2nd in India by QS Business Masters World Ranking 2024
- MBA (Financial Services) ranked Top 151+ Worldwide, 13th in Asia, 01 in India by QS Business Masters World Ranking 2024
- MBA (General) ranked Top 151+ Worldwide, 19th in Asia, 07th in India by QS Business Masters World Ranking 2024
- Rank #8 All India Top 50 State Private Universities, Outlook I Care University Rankings 2024
- Rank #6 Best Business School Rankings (Asia Pacific), Bloomberg 2024 - 2025
- Rank #3 Best Business School Rankings (India), Bloomberg 2024 - 2025
- Launch of R.A.C.E, Asia's Finest Sports Excellence at Woxsen University

### ***Green Audit Report, WOU***

- #3 All India Top 30 Pvt. Institutes, B.Arch., School of Architecture & Planning, Outlook I Care Rankings, 2024
- #3 All India Top 25 Pvt. Institutes, B. Des (Hons.) Fashion Design, School of Arts & Design, Outlook I Care Rankings, 2024
- #12 All India Top 130 Institutes, BBA, School of Business, Outlook I Care Rankings, 2024
- #20 All India Top 160 Pvt. Institutes, B. Tech, School of Technology, Outlook I Care Rankings, 2024
- Prestigious 3-Palme Recognition by Ed universal for School of Business

Besides quality academia, the sprawling 200-acre campus complements holistic development with its world-class infrastructure, unmatched facilities, fully equipped labs, international sports arena and expansive library.

With 100% placement track-record in its flagship programs, Woxsen is a name to reckon with amongst recruiters representing leading corporates.

The institution's strength lies in its history & ethos: rejecting the status quo, redefining" learning methodologies and shaping real-world professionals. Woxsen is all set to revolutionize the educational realm of India for the better!

## **VISION & MISSION VISION STATEMENT:**

### **OUR VISION**

- To build an institution of excellence in higher learning led through disruption, develop a multi-cultural yet inclusive cohort of global professionals and contribute towards societal welfare.

### **OUR MISSION**

- To innovate & transform the conventional educational processes through the application of knowledge, research and industry feedback to further scale up community benefits

### **GREEN AUDITING:**

The University has adopted the 'Green Campus' system for environmental conservation and sustainability. There are three main pillars i.e. zero environmental footprint, positive impact on occupant health and performance and 100% graduates demonstrating environmental literacy. The goal is to reduce CO2 emission, energy and water use, while creating an atmosphere where students can learn and be healthy.

## **SUSTAINABILITY POLICY**

### **PURPOSE:**

To reaffirm Woxsen University's commitment to prioritize the well-being and protection of environment within and beyond the campus by being mindful of its activities and taking up initiatives that contribute to environmental welfare and minimizing any detrimental impact, carbon footprint, global warming and exploitation of resources.

This policy will outline the university's sustainability objectives and implementation.

### **OBJECTIVES:**

The university would adhere to its commitment to support and execute the following sustainability objectives:

### **EDUCATION AND CULTURE:**

- Educate all stakeholders of the university about sustainable practices and promote eco-literacy by ensuring active participation of the university community in sustainable initiatives.
- Integrate sustainability learning as a part of the academic course curriculum.
- Establish clubs and Centers of Excellence dedicated towards the promotion, initiation and implementation of sustainable practices.
- Raise awareness among university residents about the university's environmental impact, activities and contribution of the individual, university and community.

### **ENERGY AND WATER:**

- Taking measures to promote resource efficiency and minimize usage of limited natural resources like water, energy and petroleum products by insisting on conservation, reduction of waste and adoption of power-efficient, water-efficient and petroleum-free practices, while focusing on the use of renewable sources such as solar energy.
- To foster zero waste concepts (rethink, reduce, reuse, recycle) to minimize use of natural resources, minimize waste and adopt efficient waste disposal practices.

**Carbon Emissions and Transport:**

- Reduce carbon footprint associated with energy, water, travel and waste by taking appropriate methods and aiming at a carbon neutral campus by 2026 and net zero campus by 2030.
- Restrict use of emission producing vehicles on campus beyond the main gate parking and alternatively using E-vehicles, cycles, skateboards or walking.

**Construction and Infrastructure:**

- Architecturally structure and construct buildings that are in line with green building concept that promote daylight savings, minimal paint usage (to reduce the negative environmental effects of paint such as toxic emission of chemicals and volatile organic compounds (VOCs)) and maximize space utility.
- To plan extensive landscaping within and around every building.

**Procurement:**

- To focus on sustainable procurement practices that support the purchase of sustainable goods and services from responsible contractors, vendors and suppliers.
- To invest in machinery or methods that would complement sustainability goals.

**Food:**

- To reduce kitchen wastage by monitoring ingredient usage and preparing food as per demand on a continuous basis rather than single bulk preparation.
- To encourage consumers to minimize wastage via awareness campaigns.
- To convert food waste into compost that may be used to fertilize the campus flora.

**Waste Management:**

- Waste prevention is a first step, following proper and efficient waste management by adopting the best practices; to reduce, reuse, recycle or safely segregate and dispose of produced waste, while ensuring compliance with all legal requirements.

**Greenery:**

- To create a verdant environment with extensive landscaping that is well-maintained and spread across the campus, while adopting efficient irrigation techniques.

**IMPLEMENTATION:**

This policy is communicated to all employees in an appropriate and meaningful manner. Woxsen has appropriate systems and processes in place to ensure compliance with the policy and with statutory provisions, including the processing of grievances for redressal.

Compliance will be regularly monitored and evaluated by the Ethics and Sustainability Committee (ESC). The initiatives taken up under sustainability will be reviewed by the management every quarter.

## **SUSTAINABILITY REPORT**

### **1. Overview**

Woxsen University is dedicated to promoting environmental sustainability and implementing eco-conscious practices across its campus. The university continues to invest in sustainable construction, innovative solutions for energy conservation, and educational initiatives that foster environmental responsibility.

### **2. Eco-Friendly Building Practices**

As part of its commitment to sustainability, Woxsen University has adopted several environmentally conscious measures during the construction and maintenance of its campus buildings:

- **Cement-Based Paints:**

- Woxsen University has opted to use cement-based paints, such as Birla White Cement, instead of conventional organic paints. Organic paints often release significant emissions during manufacturing and application, negatively impacting the environment. Cement-based paints provide an eco-friendlier alternative, aligning with the university's commitment to sustainability.

- **Heat-Resistant Coatings:**

- The application of heat-resistant coatings on building surfaces reduces internal temperatures, thereby lowering the dependence on HVAC systems. This contributes to significant power savings and a reduction in carbon emissions.

### **3. Educational and Awareness Initiatives**

Woxsen University places a strong emphasis on raising awareness about environmental sustainability among students, faculty, and the broader community through various initiatives:

- **Seminars and Webinars:**

- Experts and thought leaders are invited to conduct sessions on sustainable practices, green technologies, and environmental challenges.

- **Photo Gallery of Sustainability:**

- Visual displays capture the university's green initiatives and promote eco-conscious behaviour among the campus community.

- **Poster Presentations:**

- Students are encouraged to participate in poster presentations focusing on environmental sustainability, innovative solutions, and conservation strategies.

### **4. Energy and Emission Reduction Measures**

In addition to its sustainable building materials, Woxsen University has adopted various measures to reduce its environmental footprint:

- Heat-resistant coatings that decrease the reliance on HVAC systems, leading to a reduction in energy consumption and emissions.
- The use of cement-based paints for eco-friendly building maintenance.

### **5. Commitment to Environmental Responsibility**

Woxsen University's comprehensive approach to environmental sustainability underscores its dedication to being a responsible and environmentally conscious institution. Through sustainable



practices, educational initiatives, and responsible building strategies, the university continues to be a leader in environmental stewardship.

## **LAND USE ANALYSIS, WOXSSEN University (As on 22.10.2024):**

### **GENERAL OVERVIEW OF THE CONCEPT OF LAND-USE**

Land use refers to man's activities and the various uses which are carried on and derived from land. Viewing the earth from space, it is now very crucial in man's activities on natural resource. In situations of rapid changes in land use, observations of the Earth from space give the information of human activities and utilization of the landscape.

Remote sensing and GIS techniques are now providing new tools for advanced land use mapping and planning. The collection of remotely sensed data facilitates the synoptic analyses of earth system, functions, patterning, and change in the local, regional as well as at global scales over time. Satellite imagery particularly is a valuable tool for generating land use map.

### **METHODOLOGY ADOPTED FOR LAND USE MAPPING**

Three types of data that are GPS points, field survey data and Google earth data for Geo referencing, have been used in this study. Land use map of the study area have been prepared using the above three types of data with the help of ArcGis Pro software.

### **DATA PROCESSING AND ANALYSIS**

**Land use map preparation is executed through the following steps:**

Acquisition of data (Location: 17°38'51.T'N 77°47'55.3"E), Geo-coding and Geo referencing of satellite imageries by extracting the ground control points. Supervised classification was carried out with the aid of ground truth data collected during field survey. Scanning and digitization of maps and editing of all the Georeferenced maps were done using GIS. Data manipulation and analysis and linking the spatial data with the attribute data for creation of topology was carried out using GIS software. Creation of GIS output in the form of land use map showing various land use have been prepared.

Therefore, an attempt has been made in this study to map land use for WOXSSEN University with a view to detecting the land consumption in the built-up land area using both remote sensing and GIS techniques.

### **GEOGRAPHICAL LOCATION WITH CAMPUS MAP IN SCALE**

The University has a sprawling pollution-free campus spread over 200 acres of land in the heart of Telangana. It has an ideal geographical location with proximity to the important cities of the region i.e. Karnataka, Telangana, Maharashtra.

## Academic Site Plan

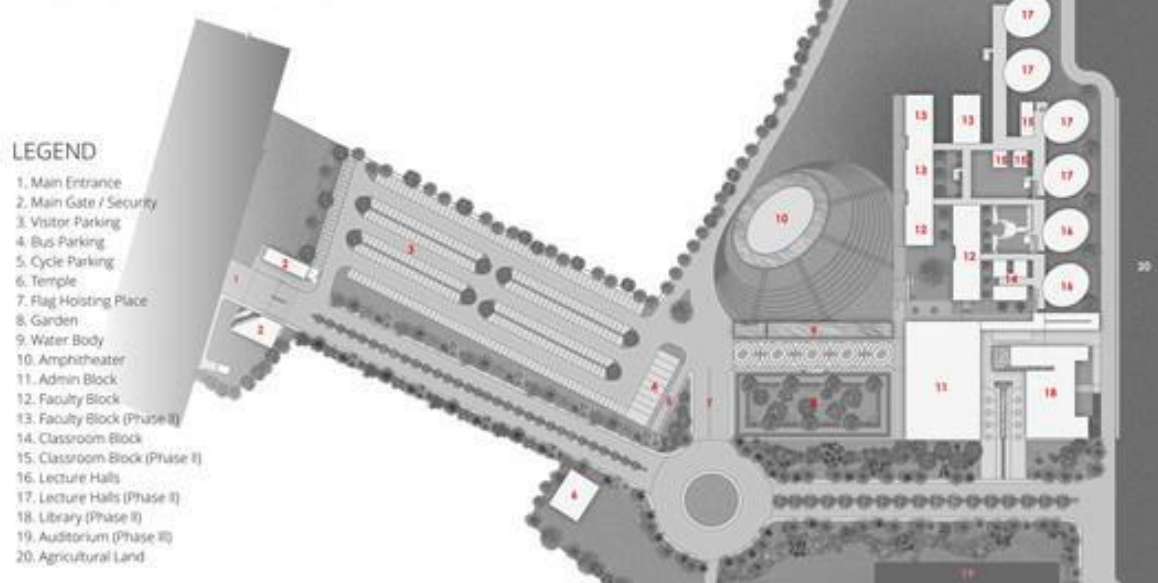


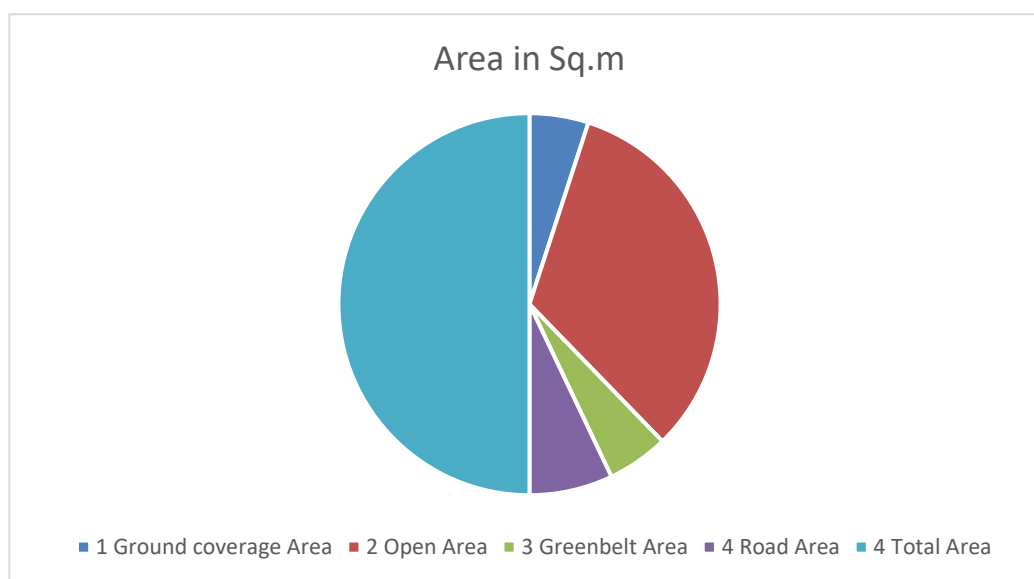
Photo I: Map of University Campus



Photo 2: Aerial View of University Campus Part 2 (Source Google Earth)

**LAND USE DATA OF WOXSSEN UNIVERSITY, HYDERABAD**

| S No. | Particular           | Area in Sq.m     | Area (%)      |
|-------|----------------------|------------------|---------------|
| 1     | Ground coverage Area | 60700.00         | 10.00         |
| 2     | Open Area            | 397534.65        | 65.49         |
| 3     | Greenbelt Area       | 63077.35         | 10.39         |
| 4     | Road Area            | 85716.00         | 14.12         |
|       | <b>Total Area</b>    | <b>607028.00</b> | <b>100.00</b> |



The total area of **WOXSSEN UNIVERSITY** is 607028.00 sq m out of which the Road built up area (Roads) is 14.12% (i.e. 857166 sq.m) and plantation area is 10.39% (i.e. 63077.35 sq.m)

**LAND USE (GROUND COVERAGE and Road AREA) ANALYSIS:**

The built-up area of 24.120 consists of the following regions as stated below for land consumption in built up area of WOXSEN University:

The WOXSEN University is densely built up having Administrative Blocks, Central Workshops, Girls Hostels, Principal's Residence, Staff Flats, Gymnasium, University Cafeteria and Boys Hostels, Auditorium, Drawing Hall, Seminar Hall, Tutorial rooms, Computer Labs, Research Labs, Amenities Block, Instruction area, Common facilities, Sports Stadium indoor and outdoor, and Athletic Tracks.

Table: Area occupied by various buildings at WOXSEN University,

| S No                    | Room No | Room type (mention Classroom / Lab/ Toilet, etc.) | Carpet Area in Sqm | Completion of Flooring | Completion of Walls & Painting | Completion of Electrification & Lighting |
|-------------------------|---------|---------------------------------------------------|--------------------|------------------------|--------------------------------|------------------------------------------|
| <b>INSTRUCTION AREA</b> |         |                                                   |                    |                        |                                |                                          |
| 1                       | 1008    | Laboratory                                        | 66                 | Completed              | Completed                      | Completed                                |
| 2                       | 110I    | Classroom                                         | 66                 | Completed              | Completed                      | Completed                                |
| 3                       | 1102    | Classroom                                         | 66                 | Completed              | Completed                      | Completed                                |
| 4                       | 1104    | Laboratory                                        | 66                 | Completed              | Completed                      | Completed                                |
| 5                       | 1106    | Laboratory                                        | 66                 | Completed              | Completed                      | Completed                                |
| 6                       | I107    | Laboratory                                        | 66                 | Completed              | Completed                      | Completed                                |
| 7                       | 1108    | Laboratory                                        | 66                 | Completed              | Completed                      | Completed                                |
| 8                       | 111I    | Classroom                                         | 66                 | Completed              | Completed                      | Completed                                |
| 9                       | 1201    | Classroom                                         | 66                 | Completed              | Completed                      | Completed                                |
| 10                      | 1202    | Classroom                                         | 66                 | Completed              | Completed                      | Completed                                |
| 11                      | 1204    | Laboratory                                        | 66                 | Completed              | Completed                      | Completed                                |
| 12                      | 1205    | Laboratory                                        | 66                 | Completed              | Completed                      | Completed                                |
| 13                      | 1207    | Classroom                                         | 66                 | Completed              | Completed                      | Completed                                |
| 14                      | 1208    | Classroom                                         | 66                 | Completed              | Completed                      | Completed                                |
| 15                      | 1209    | Classroom                                         | 66                 | Completed              | Completed                      | Completed                                |
| 16                      | 1301    | Classroom                                         | 66                 | Completed              | Completed                      | Completed                                |
| 17                      | 1302    | Classroom                                         | 66                 | Completed              | Completed                      | Completed                                |
| 18                      | 1305    | Seminar Hall                                      | 128.4              | Completed              | Completed                      | Completed                                |
| 19                      | 1308    | Classroom                                         | 66                 | Completed              | Completed                      | Completed                                |
| 20                      | 1310    | Classroom                                         | 66                 | Completed              | Completed                      | Completed                                |
| 21                      | 2002    | Laboratory                                        | 140                | Completed              | Completed                      | Completed                                |
| 22                      | 2003    | Laboratory                                        | 105                | Completed              | Completed                      | Completed                                |
| 23                      | 2005    | Laboratory                                        | 74                 | Completed              | Completed                      | Completed                                |
| 24                      | 2006    | Laboratory                                        | 140                | Completed              | Completed                      | Completed                                |
| 25                      | 2007    | Laboratory                                        | 74                 | Completed              | Completed                      | Completed                                |
| 26                      | 2008    | Research Laboratory                               | 225                | Completed              | Completed                      | Completed                                |
| 27                      | 2009    | Laboratory                                        | 140                | Completed              | Completed                      | Completed                                |
| 28                      | 2011    | Workshop                                          | 210                | Completed              | Completed                      | Completed                                |
| 29                      | 2101    | Classroom                                         | 74                 | Completed              | Completed                      | Completed                                |
| 30                      | 2102    | Laboratory                                        | 140                | Completed              | Completed                      | Completed                                |

**Green Audit Report, WOU**

|    |      |                     |     |           |           |           |
|----|------|---------------------|-----|-----------|-----------|-----------|
| 31 | 2103 | Laboratory          | 74  | Completed | Completed | Completed |
| 32 | 2106 | Additional Workshop | 112 | Completed | Completed | Completed |
| 33 | 2108 | Classroom           | 74  | Completed | Completed | Completed |
| 34 | 2109 | Classroom           | 120 | Completed | Completed | Completed |
| 35 | 2201 | Classroom           | 74  | Completed | Completed | Completed |
| 36 | 2202 | Laboratory          | 136 | Completed | Completed | Completed |
| 37 | 2203 | Classroom           | 74  | Completed | Completed | Completed |
| 38 | 2205 | Laboratory          | 74  | Completed | Completed | Completed |
| 39 | 2206 | Laboratory          | 135 | Completed | Completed | Completed |
| 40 | 2207 | Classroom           | 74  | Completed | Completed | Completed |
| 41 | 2208 | Seminar Hall        | 232 | Completed | Completed | Completed |
| 42 | 2209 | Additional Workshop | 200 | Completed | Completed | Completed |
| 43 | 2301 | Laboratory          | 140 | Completed | Completed | Completed |
| 44 | 2302 | Classroom           | 74  | Completed | Completed | Completed |
| 45 | 2303 | Classroom           | 74  | Completed | Completed | Completed |
| 46 | 2307 | Seminar Hall        | 140 | Completed | Completed | Completed |
| 47 | 2308 | Laboratory          | 74  | Completed | Completed | Completed |
| 48 | 2309 | Classroom           | 74  | Completed | Completed | Completed |
| 49 | 2311 | Classroom           | 102 | Completed | Completed | Completed |
| 50 | 2312 | Tutorial Room       | 105 | Completed | Completed | Completed |
| 51 | 3002 | Classroom           | 78  | Completed | Completed | Completed |
| 52 | 3003 | Classroom           | 78  | Completed | Completed | Completed |
| 53 | 3004 | Classroom           | 78  | Completed | Completed | Completed |
| 54 | 3102 | Classroom           | 78  | Completed | Completed | Completed |
| 55 | 3103 | Classroom           | 78  | Completed | Completed | Completed |
| 56 | 3104 | Classroom           | 78  | Completed | Completed | Completed |
| 57 | 3202 | Classroom           | 78  | Completed | Completed | Completed |
| 58 | 3203 | Classroom           | 78  | Completed | Completed | Completed |
| 59 | 3204 | Classroom           | 72  | Completed | Completed | Completed |
| 60 | 3207 | Seminar Hall        | 140 | Completed | Completed | Completed |
| 61 | 3302 | Classroom           | 78  | Completed | Completed | Completed |
| 62 | 3303 | Classroom           | 96  | Completed | Completed | Completed |
| 63 | 3304 | Classroom           | 96  | Completed | Completed | Completed |
| 64 | 3402 | Classroom           | 66  | Completed | Completed | Completed |

**Green Audit Report, WOU**

|    |      |                     |      |           |           |           |
|----|------|---------------------|------|-----------|-----------|-----------|
| 65 | 3403 | Classroom           | 66   | Completed | Completed | Completed |
| 66 | 3404 | Classroom           | 66   | Completed | Completed | Completed |
| 67 | 4001 | Workshop            | 212  | Completed | Completed | Completed |
| 68 | 5001 | Laboratory          | 96   | Completed | Completed | Completed |
| 69 | 5002 | Laboratory          | 96   | Completed | Completed | Completed |
| 70 | 5101 | Seminar Hall        | 310  | Completed | Completed | Completed |
| 71 | 5104 | Laboratory          | 72   | Completed | Completed | Completed |
| 72 | 5301 | Seminar Hall        | 310  | Completed | Completed | Completed |
| 73 | 5304 | Additional Workshop | 72   | Completed | Completed | Completed |
| 74 | 5305 | Additional Workshop | 72   | Completed | Completed | Completed |
| 75 | 7004 | Other               | 20   | Completed | Completed | Completed |
| 76 | 7005 | Seminar Hall        | 120  | Completed | Completed | Completed |
| 77 | 7006 | Laboratory          | 66   | Completed | Completed | Completed |
| 78 | 7007 | Laboratory          | 66   | Completed | Completed | Completed |
| 79 | 7008 | Laboratory          | 66   | Completed | Completed | Completed |
| 80 | 7104 | Classroom           | 66   | Completed | Completed | Completed |
| 81 | 7105 | Laboratory          | 66   | Completed | Completed | Completed |
| 82 | 7106 | Laboratory          | 66   | Completed | Completed | Completed |
| 83 | 7108 | Classroom           | 66   | Completed | Completed | Completed |
| 84 | 7202 | Classroom           | 66   | Completed | Completed | Completed |
| 85 | 7204 | Classroom           | 66   | Completed | Completed | Completed |
| 86 | 7205 | Classroom           | 66   | Completed | Completed | Completed |
| 87 | 7206 | Laboratory          | 66   | Completed | Completed | Completed |
| 88 | 7207 | Laboratory          | 66   | Completed | Completed | Completed |
| 89 | 7208 | Classroom           | 66   | Completed | Completed | Completed |
| 90 | 7302 | Classroom           | 66   | Completed | Completed | Completed |
| 91 | 7304 | Classroom           | 66   | Completed | Completed | Completed |
| 92 | 7305 | Classroom           | 66   | Completed | Completed | Completed |
| 93 | 7306 | Laboratory          | 66   | Completed | Completed | Completed |
| 94 | 7307 | Classroom           | 66   | Completed | Completed | Completed |
| 95 | 7404 | Laboratory          | 66   | Completed | Completed | Completed |
| 96 | 7405 | Laboratory          | 66   | Completed | Completed | Completed |
| 97 | 7406 | Tutorial Room       | 46.7 | Completed | Completed | Completed |
| 98 | 7408 | Tutorial Room       | 46.5 | Completed | Completed | Completed |



**Green Audit Report, WOU**

|     |      |              |     |           |           |           |
|-----|------|--------------|-----|-----------|-----------|-----------|
| 99  | 8005 | Laboratory   | 76  | Completed | Completed | Completed |
| 100 | 8011 | Laboratory   | 144 | Completed | Completed | Completed |
| 101 | 8012 | Laboratory   | 144 | Completed | Completed | Completed |
| 102 | 8014 | Classroom    | 70  | Completed | Completed | Completed |
| 103 | 8101 | Classroom    | 96  | Completed | Completed | Completed |
| 104 | 8102 | Classroom    | 96  | Completed | Completed | Completed |
| 105 | 8104 | Laboratory   | 140 | Completed | Completed | Completed |
| 106 | 8110 | Classroom    | 70  | Completed | Completed | Completed |
| 107 | 8111 | Classroom    | 70  | Completed | Completed | Completed |
| 108 | 8112 | Classroom    | 70  | Completed | Completed | Completed |
| 109 | 8114 | Classroom    | 70  | Completed | Completed | Completed |
| 110 | 8115 | Laboratory   | 70  | Completed | Completed | Completed |
| 111 | 8201 | Classroom    | 96  | Completed | Completed | Completed |
| 112 | 8203 | Classroom    | 96  | Completed | Completed | Completed |
| 113 | 8206 | Classroom    | 96  | Completed | Completed | Completed |
| 114 | 8207 | Classroom    | 96  | Completed | Completed | Completed |
| 115 | 8209 | Classroom    | 74  | Completed | Completed | Completed |
| 116 | 8210 | Classroom    | 74  | Completed | Completed | Completed |
| 117 | 8211 | Classroom    | 74  | Completed | Completed | Completed |
| 118 | 8212 | Classroom    | 74  | Completed | Completed | Completed |
| 119 | 8213 | Classroom    | 74  | Completed | Completed | Completed |
| 120 | 8214 | Classroom    | 74  | Completed | Completed | Completed |
| 121 | 8215 | Classroom    | 74  | Completed | Completed | Completed |
| 122 | 8216 | Classroom    | 74  | Completed | Completed | Completed |
| 123 | 8218 | Drawing Hall | 200 | Completed | Completed | Completed |
| 124 | 8301 | Classroom    | 96  | Completed | Completed | Completed |
| 125 | 8304 | Laboratory   | 144 | Completed | Completed | Completed |
| 126 | 8306 | Classroom    | 70  | Completed | Completed | Completed |
| 127 | 8309 | Laboratory   | 132 | Completed | Completed | Completed |
| 128 | 8310 | Laboratory   | 132 | Completed | Completed | Completed |
| 129 | 8314 | Classroom    | 74  | Completed | Completed | Completed |
| 130 | 8315 | Classroom    | 74  | Completed | Completed | Completed |
| 131 | 8316 | Drawing Hall | 132 | Completed | Completed | Completed |
| 132 | 8401 | Drawing Hall | 132 | Completed | Completed | Completed |

**Green Audit Report, WOU**

|     |        |                     |        |           |           |           |
|-----|--------|---------------------|--------|-----------|-----------|-----------|
| 133 | 8403   | Laboratory          | 132    | Completed | Completed | Completed |
| 134 | 8404   | Laboratory          | 132    | Completed | Completed | Completed |
| 135 | 8405   | Seminar Hall        | 274    | Completed | Completed | Completed |
| 136 | 9003   | Classroom           | 74     | Completed | Completed | Completed |
| 137 | 9004   | Classroom           | 74     | Completed | Completed | Completed |
| 138 | 9005   | Classroom           | 74     | Completed | Completed | Completed |
| 139 | 9012   | Computer Laboratory | 140    | Completed | Completed | Completed |
| 140 | 9013   | Classroom           | 90     | Completed | Completed | Completed |
| 141 | 9014   | Seminar Hall        | 144.25 | Completed | Completed | Completed |
| 142 | 9101   | Classroom           | 90     | Completed | Completed | Completed |
| 143 | 9102   | Classroom           | 90     | Completed | Completed | Completed |
| 144 | 9103   | Classroom           | 90     | Completed | Completed | Completed |
| 145 | 9104   | Classroom           | 90     | Completed | Completed | Completed |
| 146 | 9111   | Tutorial Room       | 72     | Completed | Completed | Completed |
| 147 | 9112   | Classroom           | 90     | Completed | Completed | Completed |
| 148 | 9201   | Classroom           | 72     | Completed | Completed | Completed |
| 149 | 9202   | Tutorial Rooms – PG | 33     | Completed | Completed | Completed |
| 150 | 9203   | Tutorial Rooms – PG | 33     | Completed | Completed | Completed |
| 151 | 10001  | Workshop            | 298    | Completed | Completed | Completed |
| 152 | 11001  | Laboratory          | 150    | Completed | Completed | Completed |
| 153 | 11003  | Laboratory          | 96     | Completed | Completed | Completed |
| 154 | 11004  | Laboratory          | 96     | Completed | Completed | Completed |
| 155 | 11005  | Laboratory          | 96     | Completed | Completed | Completed |
| 156 | 12001  | Laboratory          | 130    | Completed | Completed | Completed |
| 157 | 12002  | Laboratory          | 128    | Completed | Completed | Completed |
| 158 | 12003  | Laboratory          | 128    | Completed | Completed | Completed |
| 159 | 1304/1 | Tutorial Rooms – PG | 33     | Completed | Completed | Completed |
| 160 | 1304/2 | Tutorial Rooms – PG | 33     | Completed | Completed | Completed |
| 161 | 1307/1 | Tutorial Room       | 33     | Completed | Completed | Completed |
| 162 | 1307/2 | Tutorial Room       | 33     | Completed | Completed | Completed |
| 163 | 2105/1 | Tutorial Rooms – PG | 40     | Completed | Completed | Completed |
| 164 | 2105/2 | Tutorial Rooms – PG | 40     | Completed | Completed | Completed |
| 165 | 2105/3 | Tutorial Rooms – PG | 40     | Completed | Completed | Completed |
| 166 | 2112/1 | Research Laboratory | 72     | Completed | Completed | Completed |



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|     |        |                     |        |           |           |           |
|-----|--------|---------------------|--------|-----------|-----------|-----------|
| 167 | 2112/2 | Additional Workshop | 158.96 | Completed | Completed | Completed |
| 168 | 2210/1 | Laboratory          | 96     | Completed | Completed | Completed |
| 169 | 2210/2 | Laboratory          | 114    | Completed | Completed | Completed |
| 170 | 2306/1 | Tutorial Rooms – PG | 37     | Completed | Completed | Completed |
| 171 | 2306/2 | Tutorial Rooms – PG | 37     | Completed | Completed | Completed |
| 172 | 2310/1 | Tutorial Room       | 35     | Completed | Completed | Completed |
| 173 | 2310/2 | Tutorial Room       | 35     | Completed | Completed | Completed |
| 174 | 2310/3 | Tutorial Room       | 35     | Completed | Completed | Completed |
| 175 | 3006/2 | Laboratory          | 78     | Completed | Completed | Completed |
| 176 | 3106/1 | Laboratory          | 76     | Completed | Completed | Completed |
| 177 | 3106/2 | Laboratory          | 76     | Completed | Completed | Completed |
| 178 | 3306/1 | Laboratory          | 72     | Completed | Completed | Completed |
| 179 | 3306/2 | Laboratory          | 70     | Completed | Completed | Completed |
| 180 | 3307/1 | Laboratory          | 72     | Completed | Completed | Completed |
| 181 | 3307/2 | Laboratory          | 71.2   | Completed | Completed | Completed |
| 182 | 7102/1 | Tutorial Rooms – PG | 33     | Completed | Completed | Completed |
| 183 | 7102/2 | Tutorial Rooms – PG | 33     | Completed | Completed | Completed |
| 184 | 7107/1 | Tutorial Rooms – PG | 33     | Completed | Completed | Completed |
| 185 | 7107/2 | Tutorial Rooms – PG | 33     | Completed | Completed | Completed |
| 186 | 7401/1 | Tutorial Room       | 33     | Completed | Completed | Completed |
| 187 | 7401/2 | Tutorial Room       | 33     | Completed | Completed | Completed |
| 188 | 7402/1 | Tutorial Room       | 33     | Completed | Completed | Completed |
| 189 | 7402/2 | Tutorial Room       | 33     | Completed | Completed | Completed |
| 190 | 8005/1 | Laboratory          | 72     | Completed | Completed | Completed |
| 191 | 8005/2 | Laboratory          | 72     | Completed | Completed | Completed |
| 192 | 8108/1 | Laboratory          | 66     | Completed | Completed | Completed |
| 193 | 8108/2 | Laboratory          | 66     | Completed | Completed | Completed |
| 194 | 8109/1 | Classroom           | 66     | Completed | Completed | Completed |
| 195 | 8109/2 | Laboratory          | 66     | Completed | Completed | Completed |
| 196 | 8303/1 | Laboratory          | 72     | Completed | Completed | Completed |
| 197 | 8303/2 | Laboratory          | 72     | Completed | Completed | Completed |
| 198 | 8307/1 | Tutorial Room       | 72     | Completed | Completed | Completed |
| 199 | 8307/2 | Tutorial Room       | 72     | Completed | Completed | Completed |
| 200 | 8308/1 | Tutorial Room       | 74     | Completed | Completed | Completed |

**Green Audit Report, WOU**

|                            |        |                        |                 |           |           |           |
|----------------------------|--------|------------------------|-----------------|-----------|-----------|-----------|
| 201                        | 8308/2 | Tutorial Room          | 74              | Completed | Completed | Completed |
| 202                        | 8313/1 | Laboratory             | 72              | Completed | Completed | Completed |
| 203                        | 8313/2 | Laboratory             | 72              | Completed | Completed | Completed |
| 204                        | 9109/1 | Tutorial Rooms - PG    | 45              | Completed | Completed | Completed |
| 205                        | 9109/2 | Tutorial Rooms - PG    | 45              | Completed | Completed | Completed |
| <b>Total</b>               |        |                        | <b>17887.01</b> |           |           |           |
| <b>ADMINISTRATIVE AREA</b> |        |                        |                 |           |           |           |
| 1                          | 1001   | Exam Control Office    | 142             | Completed | Completed | Completed |
| 2                          | 1002   | Exam Control Office    | 70              | Completed | Completed | Completed |
| 3                          | 1003   | Exam Control Office    | 142             | Completed | Completed | Completed |
| 4                          | 1004   | Principal Office       | 105             | Completed | Completed | Completed |
| 5                          | 1005   | Admin Office Inclusive | 325             | Completed | Completed | Completed |
| 6                          | 1006   | Housekeeping           | 35.64           | Completed | Completed | Completed |
| 7                          | 1105   | Maintenance            | 70              | Completed | Completed | Completed |
| 8                          | 1206   | Faculty Room           | 105             | Completed | Completed | Completed |
| 9                          | 1306   | Faculty Room           | 105             | Completed | Completed | Completed |
| 10                         | 2001/1 | Dean's Room            | 46              | Completed | Completed | Completed |
| 11                         | 2012/1 | Director's Room        | 46              | Completed | Completed | Completed |
| 12                         | 2107   | HOD (MECH) Room        | 46              | Completed | Completed | Completed |
| 13                         | 2110   | Faculty Room           | 102.22          | Completed | Completed | Completed |
| 14                         | 2305   | Faculty Room           | 190             | Completed | Completed | Completed |
| 15                         | 2313/1 | Faculty Room           | 102             | Completed | Completed | Completed |
| 16                         | 3005   | Faculty Room           | 35              | Completed | Completed | Completed |
| 17                         | 3006/1 | Faculty Room           | 35              | Completed | Completed | Completed |
| 18                         | 3105   | Faculty Room           | 35              | Completed | Completed | Completed |
| 19                         | 3205/1 | HOD ROOM               | 43.05           | Completed | Completed | Completed |
| 20                         | 3206   | Faculty Room           | 35              | Completed | Completed | Completed |
| 21                         | 3305   | Faculty Room           | 35              | Completed | Completed | Completed |
| 22                         | 4002   | Faculty Room           | 88              | Completed | Completed | Completed |
| 23                         | 5005   | Placement Office       | 174.9           | Completed | Completed | Completed |
| 24                         | 5008   | Central Store          | 30              | Completed | Completed | Completed |
| 25                         | 5009   | House Keeping          | 20              | Completed | Completed | Completed |
| 26                         | 6002   | Pantry for Staff       | 23.75           | Completed | Completed | Completed |
| 27                         | 7001   | Faculty Room           | 74              | Completed | Completed | Completed |

**Green Audit Report, WOU**

|                       |        |                                  |                |           |           |           |
|-----------------------|--------|----------------------------------|----------------|-----------|-----------|-----------|
| 28                    | 7002   | Department Office                | 49.5           | Completed | Completed | Completed |
| 29                    | 7101   | Faculty Room                     | 74             | Completed | Completed | Completed |
| 30                    | 7201   | Faculty Room                     | 74             | Completed | Completed | Completed |
| 31                    | 7301   | Faculty Room                     | 74             | Completed | Completed | Completed |
| 32                    | 7403   | Faculty Room                     | 49.2           | Completed | Completed | Completed |
| 33                    | 8001   | Faculty Room                     | 72             | Completed | Completed | Completed |
| 34                    | 8002   | HOD ROOM<br>(CONFERENCE/DTP/HOD) | 98             | Completed | Completed | Completed |
| 35                    | 8103   | Faculty Room                     | 15             | Completed | Completed | Completed |
| 36                    | 8105   | Faculty Room                     | 15             | Completed | Completed | Completed |
| 37                    | 8202   | Faculty Room                     | 15             | Completed | Completed | Completed |
| 38                    | 8305/1 | Faculty Room                     | 15             | Completed | Completed | Completed |
| 39                    | 8305/2 | Faculty Room                     | 15             | Completed | Completed | Completed |
| 40                    | 8009   | HOD, H&S                         | 37             | Completed | Completed | Completed |
| 41                    | 8015   | Faculty Room                     | 15             | Completed | Completed | Completed |
| 42                    | 8106   | Faculty Room                     | 15             | Completed | Completed | Completed |
| 43                    | 8107   | Faculty Room                     | 15             | Completed | Completed | Completed |
| 44                    | 8208   | Faculty Room                     | 15             | Completed | Completed | Completed |
| 45                    | 8311   | Faculty Room                     | 15             | Completed | Completed | Completed |
| 46                    | 8312   | Faculty Room                     | 15             | Completed | Completed | Completed |
| 47                    | 9001   | HOD & Dept. Office.              | 36             | Completed | Completed | Completed |
| 48                    | 9002   | Board Room                       | 41.39          | Completed | Completed | Completed |
| 49                    | 9006   | Faculty Room                     | 36             | Completed | Completed | Completed |
| 50                    | 9007   | Faculty Room                     | 35             | Completed | Completed | Completed |
| 51                    | 9015   | Faculty Room                     | 66             | Completed | Completed | Completed |
| 52                    | 9016   | Security Room                    | 35             | Completed | Completed | Completed |
| 53                    | 9105   | Faculty Room                     | 35             | Completed | Completed | Completed |
| 54                    | 9110   | Faculty Room                     | 35             | Completed | Completed | Completed |
| 55                    | 9204   | Faculty Room                     | 35             | Completed | Completed | Completed |
| 56                    | 10002  | Faculty Room                     | 20             | Completed | Completed | Completed |
| 57                    | 11002  | Faculty Room                     | 20             | Completed | Completed | Completed |
| <b>Total</b>          |        |                                  | <b>3347.65</b> |           |           |           |
| <b>AMENITIES AREA</b> |        |                                  |                |           |           |           |
| 1                     | 1007   | Gents Toilet                     | 35             | Completed | Completed | Completed |
| 2                     | 1103   | Ladies Toilet                    | 35             | Completed | Completed | Completed |

**Green Audit Report, WOU**

|    |        |                         |       |           |           |           |
|----|--------|-------------------------|-------|-----------|-----------|-----------|
| 3  | 1109   | Store Room              | 48.7  | Completed | Completed | Completed |
| 4  | 1110   | Gents Toilet            | 35    | Completed | Completed | Completed |
| 5  | 1203   | Ladies Toilet           | 35    | Completed | Completed | Completed |
| 6  | 1303   | Ladies Toilet           | 35    | Completed | Completed | Completed |
| 7  | 1309   | Gents Toilets           | 35    | Completed | Completed | Completed |
| 8  | 2304   | GENTS TOILET            | 20    | Completed | Completed | Completed |
| 9  | 2310   | LADIES TOILET           | 15    | Completed | Completed | Completed |
| 10 | 2313/2 | FACULTY ROOM TOILET     | 10    | Completed | Completed | Completed |
| 11 | 2001/2 | Dean's Room toilet      | 10    | Completed | Completed | Completed |
| 12 | 2004   | Toilet (Male)           | 15    | Completed | Completed | Completed |
| 13 | 2010   | Toilet (Female)         | 25    | Completed | Completed | Completed |
| 14 | 2012/2 | Director's Room toilet  | 10    | Completed | Completed | Completed |
| 15 | 2104   | Toilet (Male)           | 34.7  | Completed | Completed | Completed |
| 16 | 2111   | Toilet (Female)         | 34.5  | Completed | Completed | Completed |
| 17 | 2204   | Toilet (Male)           | 34.5  | Completed | Completed | Completed |
| 18 | 3001   | Gents toilet            | 42    | Completed | Completed | Completed |
| 19 | 3005/1 | Faculty Room Toilet     | 14    | Completed | Completed | Completed |
| 20 | 3101   | Ladies Toilet           | 42    | Completed | Completed | Completed |
| 21 | 3201   | Gents Toilet            | 42    | Completed | Completed | Completed |
| 22 | 3205/1 | Toilet                  | 14    | Completed | Completed | Completed |
| 23 | 3301   | Ladies Toilet           | 37.7  | Completed | Completed | Completed |
| 24 | 3401   | Gents Toilet            | 42    | Completed | Completed | Completed |
| 25 | 5003   | Girls Toilet            | 35    | Completed | Completed | Completed |
| 26 | 5004   | Boys Toilet             | 35    | Completed | Completed | Completed |
| 27 | 5102   | Girls Toilet            | 35    | Completed | Completed | Completed |
| 28 | 5103   | Gents Toilet            | 35    | Completed | Completed | Completed |
| 29 | 5106   | Dining Hall             | 105   | Completed | Completed | Completed |
| 30 | 5302/1 | Sports & Gymnasium      | 104.5 | Completed | Completed | Completed |
| 31 | 5302/2 | Girls Common Room       | 100   | Completed | Completed | Completed |
| 32 | 5303   | First Aid cum Sick Room | 66    | Completed | Completed | Completed |
| 33 | 5306   | Gents Toilet            | 35    | Completed | Completed | Completed |
| 34 | 5307   | Girls Toilet            | 35    | Completed | Completed | Completed |
| 35 | 5006   | Others                  | 20    | Completed | Completed | Completed |
| 36 | 5007   | Stationery Store        | 20    | Completed | Completed | Completed |

**Green Audit Report, WOU**

|                                           |       |                        |                |           |           |           |
|-------------------------------------------|-------|------------------------|----------------|-----------|-----------|-----------|
| 37                                        | 6001  | Cafeteria              | 263.09         | Completed | Completed | Completed |
| 38                                        | 7003  | Gent's Toilet          | 32             | Completed | Completed | Completed |
| 39                                        | 7103  | Ladies Toilet          | 32             | Completed | Completed | Completed |
| 40                                        | 7203  | Gent's Toilet          | 25             | Completed | Completed | Completed |
| 41                                        | 7303  | Ladies Toilet          | 25             | Completed | Completed | Completed |
| 42                                        | 7407  | Store Room             | 12.2           | Completed | Completed | Completed |
| 43                                        | 8003  | GENTS TOILETS          | 45             | Completed | Completed | Completed |
| 44                                        | 8004  | LADIES TOILETS         | 45             | Completed | Completed | Completed |
| 45                                        | 8204  | GENTS TOILETS          | 45             | Completed | Completed | Completed |
| 46                                        | 8205  | LADIES TOILETS         | 20             | Completed | Completed | Completed |
| 47                                        | 8010  | Girls Common Room      | 102            | Completed | Completed | Completed |
| 48                                        | 8013  | LADIES TOILET          | 66             | Completed | Completed | Completed |
| 49                                        | 8113  | GENTS TOILET           | 70             | Completed | Completed | Completed |
| 50                                        | 8217  | LADIES TOILET          | 66             | Completed | Completed | Completed |
| 51                                        | 8402  | PUMP HOUSE             | 144.6          | Completed | Completed | Completed |
| 52                                        | 9008  | Central stores         | 33.75          | Completed | Completed | Completed |
| 53                                        | 9009  | Toilet                 | 23.25          | Completed | Completed | Completed |
| 54                                        | 9010  | Ladies Toilet          | 30             | Completed | Completed | Completed |
| 55                                        | 9011  | Gents Toilet           | 30             | Completed | Completed | Completed |
| 56                                        | 9307  | Student activity / GCR | 38             | Completed | Completed | Completed |
| 57                                        | 9106  | Girls Toilet           | 35             | Completed | Completed | Completed |
| 58                                        | 9107  | Boys Toilet            | 30             | Completed | Completed | Completed |
| 59                                        | 9301  | Boys Common Room       | 195            | Completed | Completed | Completed |
| 60                                        | 9303  | Student activity / GCR | 45             | Completed | Completed | Completed |
| 61                                        | 9304  | Toilet                 | 20             | Completed | Completed | Completed |
| 62                                        | 9305  | Student activity/ GCR  | 45             | Completed | Completed | Completed |
| 63                                        | 9306  | Toilet                 | 20             | Completed | Completed | Completed |
| 64                                        | 9302  | Auditorium             | 644.05         | Completed | Completed | Completed |
| 65                                        | 12004 | Toilet                 | 18             | Completed | Completed | Completed |
| 66                                        | 12005 | Toilet                 | 18             | Completed | Completed | Completed |
| <b>Total</b>                              |       |                        | <b>3544.54</b> |           |           |           |
| <b>INSTRUCTION AREA COMMON FACILITIES</b> |       |                        |                |           |           |           |
| 1                                         | 5201  | Library & Reading Room | 1205           | Completed | Completed | Completed |
| 2                                         | 5105  | Computer Centre        | 134            | Completed | Completed | Completed |

### Green Audit Report, WOU

|              |      |                        |             |           |           |           |
|--------------|------|------------------------|-------------|-----------|-----------|-----------|
| 3            | 5202 | Computer Centre        | 320         | Completed | Completed | Completed |
| 4            | 5104 | Computer Centre        | 135         | Completed | Completed | Completed |
| 5            | 8406 | Language Laboratory    | 96          | Completed | Completed | Completed |
| 6            | 8007 | Language Laboratory    | 74          | Completed | Completed | Completed |
| 7            | 8008 | Language Laboratory    | 74          | Completed | Completed | Completed |
| 8            | 8006 | Language Laboratory    | 144         | Completed | Completed | Completed |
| 9            | 9108 | Library & Reading Room | 150         | Completed | Completed | Completed |
| <b>Total</b> |      |                        | <b>2332</b> |           |           |           |

### Consolidated Area Statement for Existing & Proposed Courses

|                                    |                     |
|------------------------------------|---------------------|
| Instructional Area                 | <b>17887.01 Sqm</b> |
| Administrative Area                | <b>3347.65 Sqm</b>  |
| Amenities Area                     | <b>3544.54 Sqm</b>  |
| Instruction Area Common Facilities | <b>2332 Sqm</b>     |
| Circulation Area                   | <b>14509.21 Sqm</b> |
| <b>Total Area</b>                  | <b>41620 Sqm</b>    |

| <b>S No</b> | <b>Building Name</b>                     | <b>Area in Sq Mt</b> |
|-------------|------------------------------------------|----------------------|
| 1           | Administration, Staff Block & Classrooms | 5164.15              |
| 2           | Club house                               | 393.75               |
| 3           | Hostel Block A                           | 1761.62              |
| 4           | Hostel Block B                           | 1415.13              |
| 5           | Hostel Block C                           | 730.35               |
| 6           | Hostel Block D                           | 680.32               |
| 7           | Hostel Block E                           | 730.35               |
| 8           | Hostel Block F                           | 680.32               |
| 9           | Library                                  | 931.2                |
| 10          | New Academic Block                       | 1958.38              |
| 11          | Cafeteria                                | 2360.03              |
| 12          | Academic Lab Block                       | 1433                 |
| 13          | Academic Law Block                       | 3422                 |
| 14          | Indoor Sports Complex                    | 2208.7               |
| 15          | Hostel Tower-1                           | 1184.76              |
| 16          | Hostel Tower-2                           | 1184.76              |
| 17          | Hostel Tower-3                           | 1184.76              |
| 18          | Hostel Tower-4                           | 1184.76              |
| 19          | Lecture Hall 4                           | 506.17               |

|       |                    |          |
|-------|--------------------|----------|
| 20    | Football Pavillion | 414.3    |
| 21    | Cricket Pavillion  | 466.45   |
| Total |                    | 29995.26 |

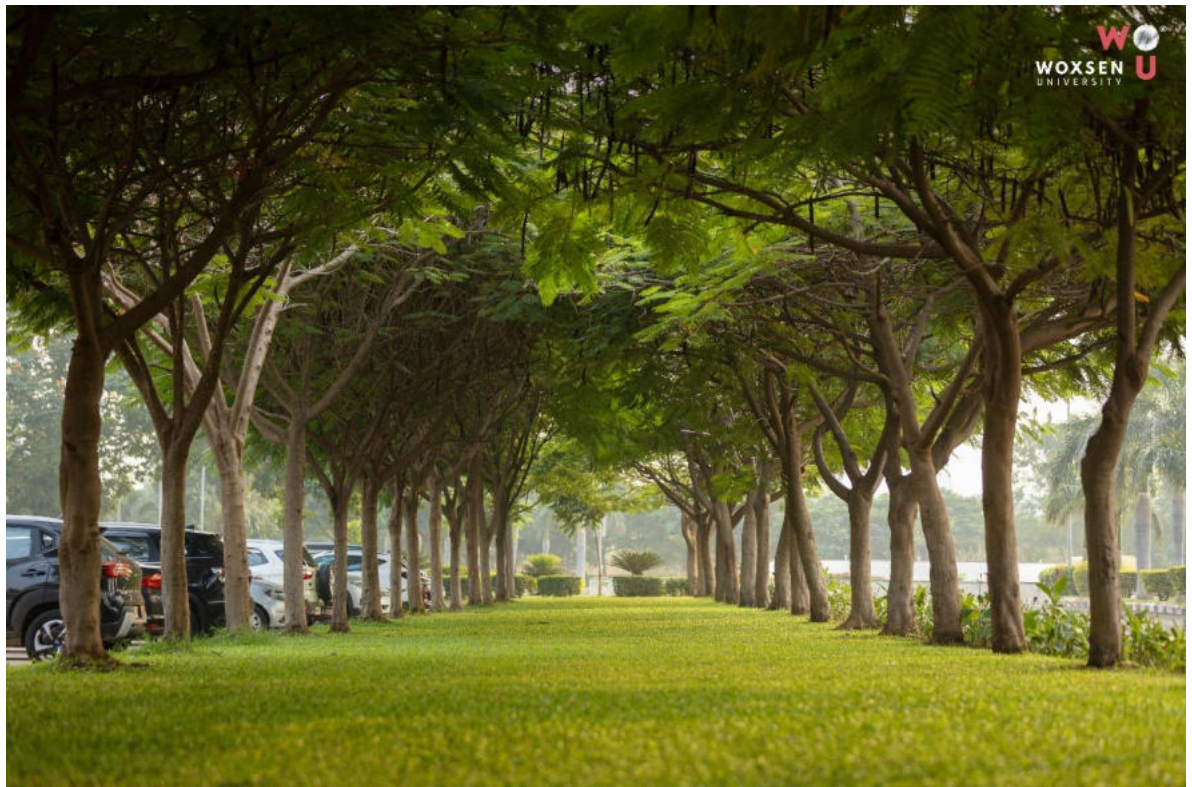
**FINDINGS:**

WOXSEN University, which was established in the year 2014, has an eco-friendly environment. It has a long legacy of healthy environmental practices including periodic plantation, their preservation and maintenance. Its land use is such that about 65% of the total area is occupied by open land and plantation that generates a better and sustainable campus environment.

**TREE DIVERSITY OF WOXSEN UNIVERSITY, TELANGANA:**

WOXSEN University is within the geo-position between latitude  $17^{\circ}38'51.7''N$  and longitude  $77^{\circ}47'55.3''E$  in WOXSEN University, Telangana, India. It encompasses an area of about 200 Acres. The area is immensely diverse with a variety of tree species performing a variety of functions. Most of these tree species are planted in different periods of time through various plantation programs organized by the authority and have become an integral part of the University. The trees of the University have increased the quality of life, not only the University fraternity but also the people around of the University in terms of contributing to our environment by providing oxygen, improving air quality, climate amelioration, conservation of water, preserving soil, and supporting wildlife, controlling climate by moderating the effects of the sun, rain and wind. Leaves absorb and filter the sun's radiant energy, keeping things cool in summer. Many species of birds are dependent on these trees mainly for food and shelter. Nectar of flowers and plants is a favorite of birds and many insects. Leaf-covered branches keep many animals, such as birds and squirrels, out of reach of predators. Different species display a seemingly endless variety of shapes, forms, texture and vibrant colors. Even individual trees vary their appearance throughout the course of the year as the seasons change. The strength, long lifespan and regal stature of trees give them a monument - like quality. They also remind us of the glorious history of WOXSEN University and our institution in particular. We often make an emotional connection with these trees and sometime become personally attached to the ones that we see every day. A thick belt of large shady trees in the periphery of the University have been found to be bringing down noise and cutting down dust and storms. Thus, the University has been playing a significant role in maintaining the environment of the entire WOXSEN University and its surrounding areas. The following are the tree species with whom we are being attached-









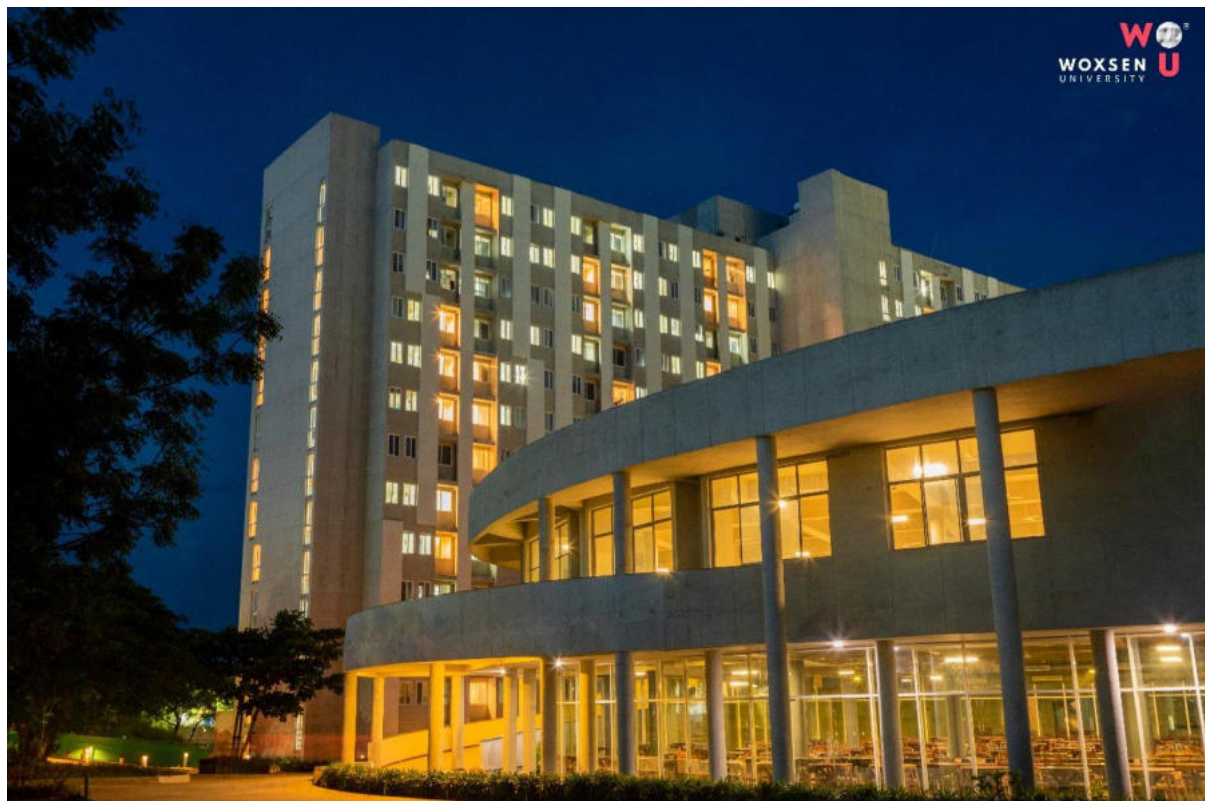




















**Table:** List of tree species of WOXSSEN University, Telangana

| S No | Botanical Name             | Family        | Common Name         | Total |
|------|----------------------------|---------------|---------------------|-------|
| 1    | Mangifera indica           | Anacardiaceae | Mango               | 195   |
| 2    | Alstonia Scholaris         | Apocynaceae   | Alstonia            | 167   |
| 3    | Tabernaemontana divaricate | Apocynaceae   | Crape jasmine       | 4     |
| 4    | Araucaria heterophylla     | Araucariaceae | Christmas Tree      | 19    |
| 5    | Arecaceae                  | Arecaceae     | Palm                | 93    |
| 6    | Hyophorbe lagenicaulis     | Arecaceae     | Bottle Palm         | 23    |
| 7    | Roystonea regia            | Arecaceae     | Cuban royal palm    | 3     |
| 8    | Phoenix sylvestris         | Arecaceae     | Badela Palm         | 2     |
| 9    | Terminalia bellirica       | Combretaceae  | Bahera              | 49    |
| 10   | Platycladus orientalis     | Cupressaceae  | Oriental thuja      | 67    |
| 11   | Saraca asoca               | Fabaceae      | Ashoka              | 154   |
| 12   | Dalbergia sissoo           | Fabaceae      | Sissu / Tali        | 56    |
| 13   | Vachellia nilotica         | Fabaceae      | Kikar               | 19    |
| 14   | Cassia fistula             | Fabaceae      | Golden shower tree  | 13    |
| 15   | Delonix regia              | Fabaceae      | Royal Poinciana     | 3     |
| 16   | Tamarindus indica          | Fabaceae      | Tamarind            | 1     |
| 17   | Tectona grandis            | Lamiaceae     | Sagwan              | 25    |
| 18   | Punica granatum            | Lythraceae    | Pomegranate         | 1     |
| 19   | Chukrasia velutina         | Meliaceae     | Chukrasia tabularis | 123   |
| 20   | Azadirachta indica         | Meliaceae     | Neem                | 27    |
| 21   | Melia azedarach            | Meliaceae     | umbrella tree       | 21    |
| 22   | Toona ciliate              | Meliaceae     | Tun                 | 1     |
| 23   | Morus alba                 | Moraceae      | White mulberry      | 27    |
| 24   | Ficus religiosa            | Moraceae      | Peepal              | 17    |
| 25   | Ficus virens               | Moraceae      | White Fig           | 16    |
| 26   | Ficus elastic              | Moraceae      | Rubber Plant        | 7     |
| 27   | Moringa oleifera           | Moringaceae   | saujana             | 2     |
| 28   | Syzygium cumini            | Myrtaceae     | Jamun               | 68    |



|    |                     |                |                           |     |
|----|---------------------|----------------|---------------------------|-----|
| 29 | Psidium             | Myrtaceae      | Gauva                     | 54  |
| 30 | Eucalypts           | Myrtaceae      | Safeda                    | 26  |
| 31 | Syzygium aromaticum | Myrtaceae      | Clove                     | 3   |
| 32 | Pongamia Pinata     | Papilionaceae  | Indian Beech tree         | 11  |
| 33 | Phyllanthus emblica | Phyllanthaceae | Gooseberry                | 19  |
| 34 | Bambusoideae        | Poaceae        | Bamboo                    | 2   |
| 35 | Grevillea robusta   | Proteaceae     | Silver Oak                | 58  |
| 36 | Ziziphus mauritiana | Rhamnaceae     | Ber                       | 10  |
| 37 | Prunus persica      | Rosaceae       | Pears                     | 20  |
| 38 | Pyrus pyrifolia     | Rosaceae       | Nakh                      | 20  |
| 39 | Prunus bokharensis  | Rosaceae       | Aloo Bukhara              | 8   |
| 40 | Rosa                | Rosaceae       | Rose                      | 90  |
| 41 | Citrus limon        | Rutaceae       | Lemon                     | 23  |
| 42 | Citrus limetta      | Rutaceae       | Mausambi                  | 8   |
| 43 | Murraya koenigii    | Rutaceae       | Curry Leaf                | 2   |
| 44 | Aegle marmelos      | Rutaceae       | wood apple                | 1   |
| 45 | Gmelina arborea     | Rutaceae       | Beechwood                 | L   |
| 46 | Populus             | salicaceae     | Poplar                    | 35  |
| 47 | Litchi chinensis    | Sapindaceae    | Litchi                    | 11  |
| 48 | Mimusops elengi     | Sapotaceae     | Maulsari                  | 30  |
| 49 | Madhuca longifolia  | Sapotaceae     | Mahua/ Indian Butter Tree | 14  |
| 50 | Manilkara zapota    | Sapotaceae     | Chiku/Sapodilla           | 11  |
| 51 | Vitis Vinifera      | Vitaceae       | Kismish/Raisins           | 29  |
| 52 | Ficus benjamina     | Fig family     | Faux                      | 427 |
| 53 | Bugal Bael          | .....          | Bugal Bae!                | 49  |
| 54 | Dakein              | .....          | Dakein                    | 44  |
| 55 | Citrus Reticulata   | Rutaceae       | Kinnow                    | 39  |
| 56 | Sukhmani            | .....          | Sukhmani                  | 29  |
| 57 | Faux Black Kina     | .....          | Faux Black Kina           | 22  |
| 58 | Ficus Benghalensis  | Moraceae       | Barota                    | 16  |

|              |                       |            |                       |             |
|--------------|-----------------------|------------|-----------------------|-------------|
| 59           | Badelia Kandia Flower | .....      | Badelia Kandia Flower | 10          |
| 60           | Momesia               | .....      | Momesia               | 10          |
| 61           | Rakh Manjan           | .....      | Rakh Manjan           | 9           |
| 62           | Red Faux              | .....      | Red Faux              | 8           |
| 63           | Mimusops              | Sapotaceae | Sari                  | 7           |
| 64           | Flower Faux           | .....      | Flower Faux           | 6           |
| 65           | Needi                 | .....      | Needi                 | 6           |
| 66           | Ajmohar               | .....      | Ajmohar               | 5           |
| 67           | Green Fax             | .....      | Green Fax             | 3           |
| 68           | Faux (White)          | .....      | Faux (White)          | 2           |
| 69           | Gul Lakkar            | .....      | Gui Lakkar            | 1           |
| 70           | Tarbeni               | .....      | Tarbeni               | 1           |
| <b>Total</b> |                       |            |                       | <b>2383</b> |

**FAUNAL DIVERSITY IN WOXSSEN University CAMPUS:**

WOXSSEN UNIVERSITY is located in District of Sangareddy Indian State of TS. The highest temperature is recorded at 42 C just prior to the onset of monsoon (around May- early June). Summer

Rain is normal, and is principally caused from late June to August by the moisture-laden South-West Monsoon, striking the Himalayan foothills of the north. The climatic condition of the WOXSSEN University in particular is very suitable for a wide variety of flora and fauna to support its rich biodiversity. The fauna! Diversity of WOXSSEN University campus has been studied and documented as below:

**Table: Common and Scientific names of birds and animals**

| <b>S No</b> | <b>Common Name</b> | <b>Scientific Name</b>   |
|-------------|--------------------|--------------------------|
| 1.          | Common Myna        | Acridotheres Tristis     |
| 2.          | Bank Myna          | Acridotheres Ginginianus |
| 3.          | House Sparrow      | Passer Domesticus        |
| 4.          | House Crow         | Corvus Splendens         |
| 5.          | Cuckoo             | Cuculidae                |
| 6.          | Snake              | Naja Naja                |
| 7.          | Yellow Wasp        | Ropalidia Marginata      |

|     |                    |                            |
|-----|--------------------|----------------------------|
| 8.  | Butterfly          | Danaus Genutia             |
| 9.  | Common Wood shrike | Tephrodornis Pondicerianus |
| 10. | Pied Myna          | Gracupica Contra           |
| 11. | Red-Vented Bulbul  | Pycnonotus Cafer           |
| 12. | Skylark            | Aluda Gulgula              |
| 13. | Garden Tiger Moth  | Arctia Caja                |
| 14. | Little Owl         | Athene Brama               |
| 15. | Oleander Moth      | Syntomeida Epilais         |
| 16. | Slender Skimmer    | Orthetrum Sabina           |

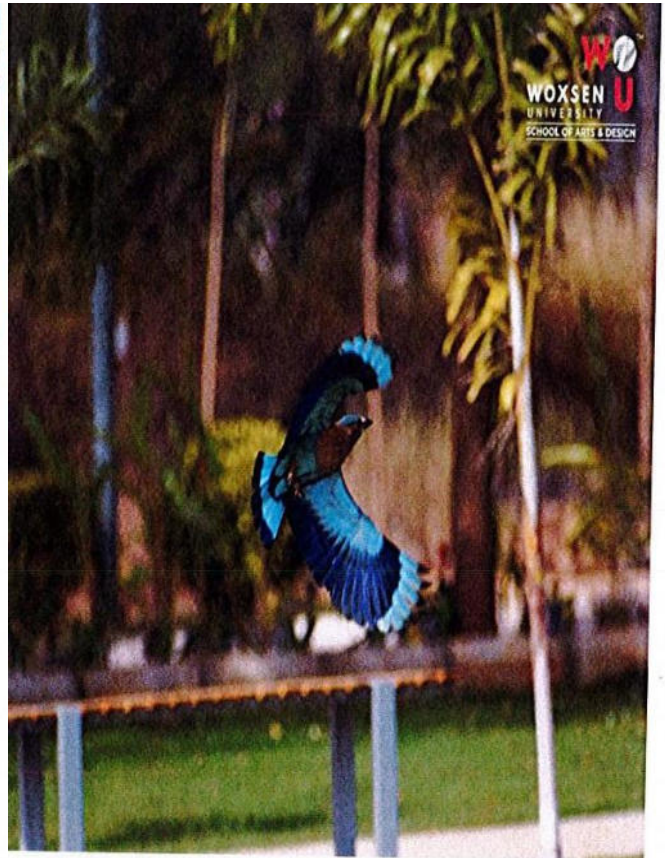
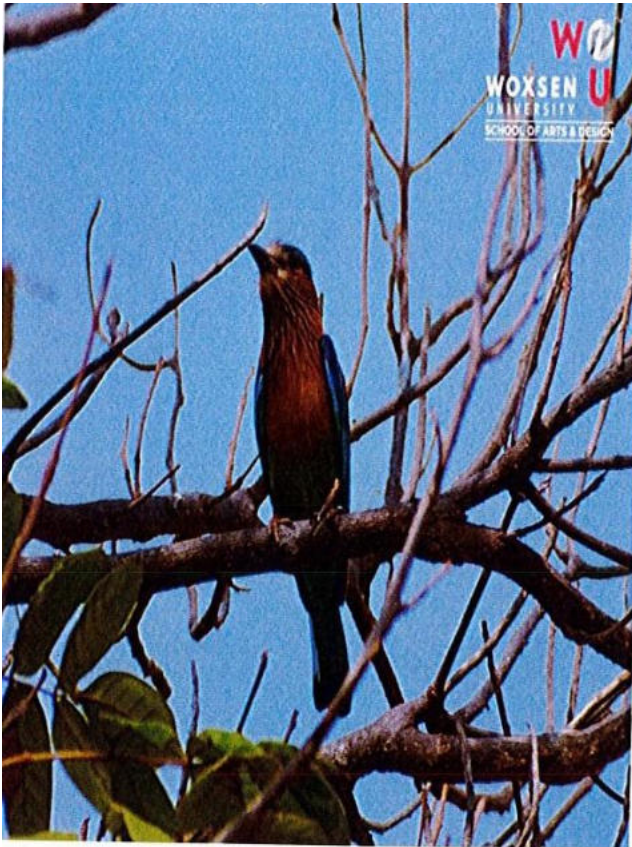


Photo 8: Common Myna (*Acridotheres Tristis*)

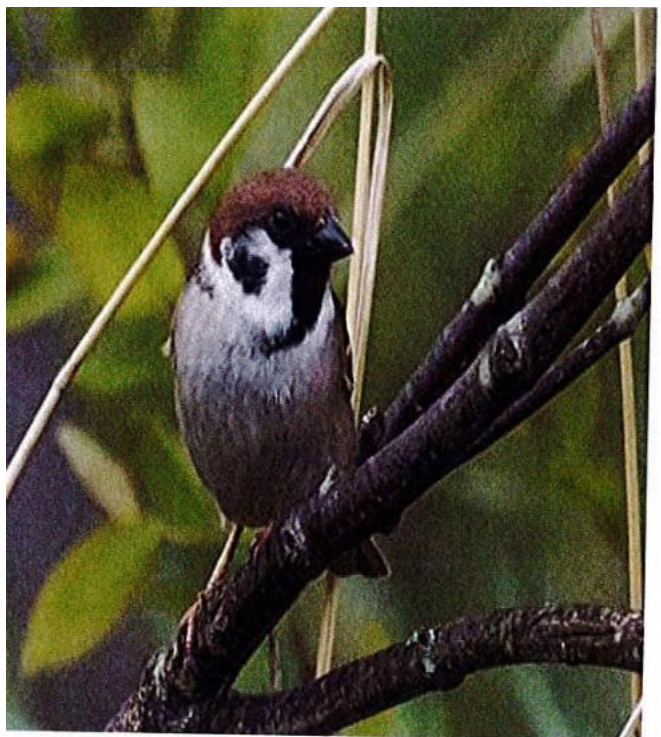


Photo 9: House Sparrow (*Passer Domesticus*)





Photo 11: House Crow (*Corvus Splendens*)



Photo 12: Cuckoo (*Cuculidae*)



Photo 13: Snake (*Naja Naja*)



Photo 14: Yellow Wasp (*Ropalidia Marginata*)





Photo 15: Butter Fly (Danaus Genutia)



Photo 16: Beetle insect on a hibiscus flower



Photo 17: Common Woodshrike  
(Tephrodornis  
Pondicerianus)



Photo 18: Pied Myna (Gracupica  
Contra)



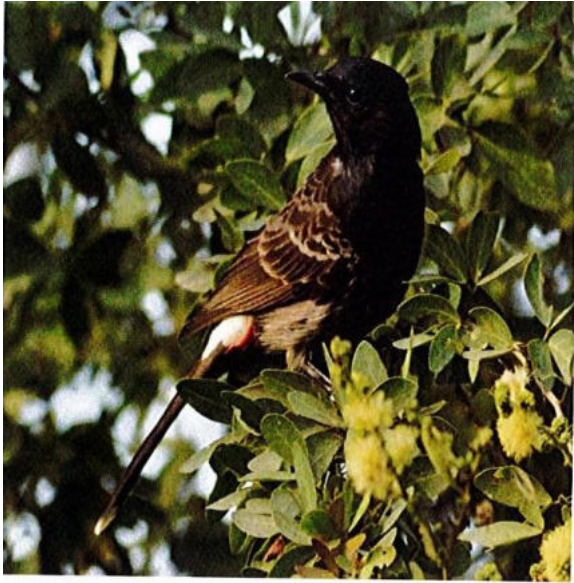


Photo 19: Red-Vented Bulbul (*Pycnonotus Cafer*)



Photo 20: Skylark (*Aluda Gulgula*)



Photo 21: Garden Tiger Moth (*Arctia Caja*)

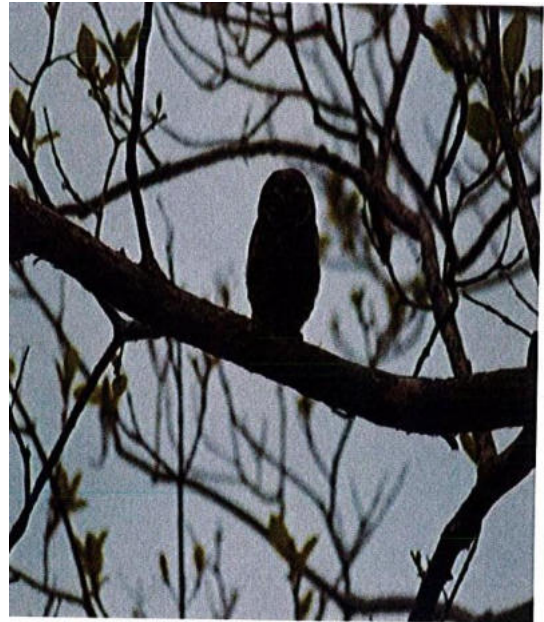
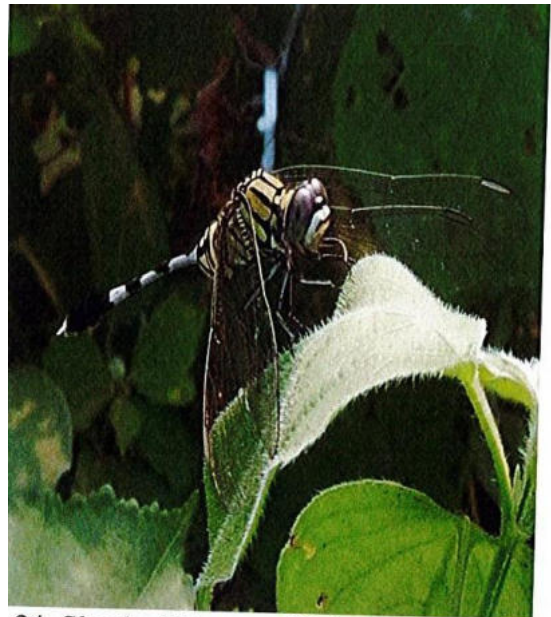


Photo 22: Little Owl (*Athene Brama*)



o 23: Oleander Moth (*Syntomeida Epilais*)  
Photo 23: Oleander Moth (*Syntomeida Epilais*)



24: Slender Skimmer (*Orthetrum Sabina*)  
Photo 24: Slender Skimmer (*Orthetrum Sabina*)



**WEATHER DATA OF WOXSSEN UNIVERSITY:**

**Station:** WOXSSEN University (INDIA Location:17°38'51.7"N 77°47'55.3"E)

In WOXSSEN University, the climate is warm and temperate. The summers are much rainier than the winters at WOXSSEN University. The average annual temperature in WOXSSEN University is 24.3 °C. and the precipitation level is about 770 mm.

The driest month is generally November. There is 4 mm of precipitation in November. The greatest amount of precipitation occurs in July, with an average of 256 mm. With an average of 6°C, June is the warmest month. The lowest average temperatures in the year occur in January, when it is around 13.3 °C. The precipitation varies 252 mm between the driest month and the wettest month. The variation in temperatures throughout the year is 20.3°C.

**WEATHER DATA MONTH WISE WOXSSEN UNIVERSITY**

| Temperature\Month             | January | February | March | April | May   | June  | July | August | September | October | November | December |
|-------------------------------|---------|----------|-------|-------|-------|-------|------|--------|-----------|---------|----------|----------|
| Avg. Temp. (0C)               | 13.3    | 16.2     | 21.2  | 27.3  | 32.3  | 33.6  | 30.6 | 29.5   | 29        | 24.9    | 19.2     | 14.8     |
| Min. Temp (0C)                | 6.6     | 8.9      | 13.5  | 19    | 24.2  | 26.9  | 26.2 | 25.5   | 23.6      | 17.2    | 10.3     | 6.9      |
| Max. Temp (0C)                | 20.1    | 23.6     | 29    | 35.7  | 40.4  | 40.4  | 35.1 | 33.6   | 34.5      | 32.7    | 28.2     | 22.8     |
| Avg. Temp (°F)                | 55.9    | 61.2     | 70.2  | 81.1  | 90.1  | 92.5  | 87.1 | 85.1   | 84.2      | 76.8    | 66.6     | 58.6     |
| Min. Temp (°F)                | 43.9    | 48.0     | 56.3  | 66.2  | 75.6  | 80.4  | 79.2 | 77.9   | 74.5      | 63.0    | 50.5     | 44.4     |
| Max. Temp (°F)                | 68.2    | 74.5     | 84.2  | 96.3  | 104.7 | 104.7 | 95.2 | 92.5   | 94.1      | 90.9    | 82.8     | 73.0     |
| Precipitation / Rainfall (mm) | 32      | 26       | 26    | 6     | 11    | 37    | 256  | 192    | 132       | 35      | 4        | 13       |

The likes of an alluvial plain are strong characteristics of the city of WOXSSEN University and its surroundings. The city does have a Central location in the plan region. The geographical co-ordinate of WOXSSEN University is 17°38'51.7"N 77°47'55.3"E. The University has an average altitude of 808 feet or 246 meters from the average sea level. The erstwhile land of WOXSSEN University was very feasible for peanut cultivation with sand dunes. However, a lot of irrigation and environmental changes have made the land more viable for wheat cultivation.

The climatic conditions bear a strong resemblance with the other cities in the northern part of India. The summers are usually very hot, and the winters are very cold. The summers are prevalent during the months of April to September with June, July, August till mid-September being the hottest months. Winter is prevalent from the month of November till the month of March. There is an onset of Monsoon in September and from mid of September till November one experiences the transitional

weather.

## CLIMATE GRAPH MONTH WISE WOXSSEN UNIVERSITY



## AIR QUALITY IN WOXSSEN UNIVERSITY:

The ambient air quality data for WOXSSEN University for the last one year shows that there are very less polluted particles in ambient air; AQI for SO<sub>2</sub> & NO<sub>x</sub> parameters are within the range of Indian living standards, there are several factors responsible for this cleanliness, calmness and serenity in this area. Firstly, the population which is most responsible for all the problems and hurdles in smooth living is lowest here of all the districts of TS. Secondly, in this area more trees have been planted as compared to other cities. Furthermore, no air polluting industry is established here, not even in a radius of 10 Km of WOXSSEN University area. The university is located adjacent to the NH, which might be responsible for heavy density traffic throughout the year and thus might be causing lot of vehicular emissions as well as a lot of dust emissions due to the movement of vehicular traffic. Therefore, the ambient air quality of WOXSSEN University Area falls in between moderate to rich quality state. The TS Pollution Control Board is pondering over the



various possibilities to reduce air pollution for the improvement of ambient air quality with respect to AQI is concerned. However, the annual average value of PM<sub>10</sub>, SO<sub>2</sub>, NO<sub>x</sub> in the ambient air quality of WOXSSEN University falls in the range of 50-62  $\mu\text{g}/\text{m}^3$ , 3-5  $\mu\text{g}/\text{m}^3$ , 10-12  $\text{Lg}/\text{m}^3$  for most of the months, as such, the graded response action plan to eradicate the problem

## AIR QUALITY DETERMINATION

Satisfactory air quality index (OVERALL=58) in WOXSSEN University, TS, India on dated 7<sup>th</sup> September 2024

| Parameter           | Result (Range)                                      |
|---------------------|-----------------------------------------------------|
| NO <sub>2</sub>     | 25.4 $\mu\text{g}/\text{m}^3$ , AQI 26 Very Good    |
| NO                  | 10.09 $\mu\text{g}/\text{m}^3$ , AQI 10 Good        |
| O <sub>3</sub>      | 31.49 $\mu\text{g}/\text{m}^3$ , AQI 31 Good        |
| PM <sub>2.5</sub>   | 28.13 $\mu\text{g}/\text{m}^3$ , AQI 28 Good        |
| PM <sub>10</sub>    | 77.2 $\mu\text{g}/\text{m}^3$ , AQI 79 Satisfactory |
| CO                  | 35.0 $\mu\text{g}/\text{m}^3$ , AQI 18              |
| Humidity            | 56.0 %                                              |
| Barometric Pressure | 1013 millibar or hPa                                |
| Wind Speed          | 10-15 <i>ms</i>                                     |
| Wind Direction      | 28.0013 degrees                                     |
| Sun Rise            | 06:28AM                                             |
| Sun Set             | 05:56 PM                                            |
| Moonrise            | 07:05 PM                                            |
| Moonset             | 07:31 AM                                            |

## WATER ANALYSIS REPORT OF WOXSSEN UNIVERSITY:

Water quality testing is important because it identifies contaminants and prevents water-borne diseases. Drinking or using contaminated water can result in severe illness or death. That is why it is important to ensure that drinking water is safe, clean and free from bacteria and disease.

The parameters for water quality are determined by the intended use. Work in the area of water quality tends to be focused on water that is treated for human consumption, or in the environment.

## **Drinking water indicators:**

The following is a list of indicators often measured by situational category:

- Alkalinity
- Color of water
- pH value
- Taste and odor (geosmin, 2-Methylisoborneol (MIB), etc.)
- Dissolved metals and salts (sodium, chloride, potassium, calcium, manganese, magnesium)
- Microorganisms such as fecal coliform bacteria (*Escherichia coli*), *Cryptosporidium*, and *Giardia lamblia*; see Bacteriological water analysis
- Dissolved metals and metalloids (lead, mercury, arsenic, etc.)
- Dissolved organics: colored dissolved organic matter (CDOM), dissolved organic carbon (DOC)
- Heavy metals









## **Water Consumption Report**

**Period:** Jun 2022 to May 2023

### **1. Introduction**

Woxsen University is committed to efficient water management and sustainability. As per the **National Building Code (NBC) of India, 2016 & Bureau of Indian Standards** for educational institutions with boarding facilities, the daily water consumption per person is estimated at 135 liters. This report outlines the detailed water consumption breakdown and sewage treatment strategies at the university.

### **2. Daily Water Consumption Breakdown (Per Person)**

| <b>Activity</b>                               | <b>Liters per Day</b> | <b>Percentage of Daily Usage</b> |
|-----------------------------------------------|-----------------------|----------------------------------|
| Drinking                                      | 5 L                   | 4%                               |
| Cooking & Utensils Cleaning                   | 15 L                  | 11%                              |
| Bathing                                       | 55 L                  | 41%                              |
| Washing                                       | 20 L                  | 15%                              |
| Academic Activities<br>(Cleaning & Gardening) | 10 L                  | 7%                               |
| Toilet (Sanitation)                           | 30 L                  | 22%                              |
| <b>Total Water Consumption</b>                | <b>135 L</b>          | <b>100%</b>                      |

(Note: Gardening water is not considered in the breakdown as treated water is used for gardening. If we consider only freshwater consumption, it is approximately 50-60 liters per person per day)

### **3. Total Monthly Water Consumption**

#### **Assumptions:**

- **Population:** 2,519 (students, faculty, and staff)
- **Average month length:** 30 days

#### **Daily Water Usage for the Entire University:**

2,519 people  $\times$  135 Liters/person/day = **3,39,065 Liters**

#### **Monthly Water Usage:**

3,39,065 Liters/day  $\times$  30 days = **1,01,71,950 Liters**

### **4. Sewage Treatment and Recycling Process**

#### **Wastewater Generated (Bathing, Washing & Other Activities):**

115 Liters/person/day  $\times$  2,519 people  $\times$  30 days = **86,92,775 Liters/month**

#### **Sewage Treatment Capacity:**

- **250 KLD (KILO LITERS PER DAY) ECO STP**

**Recycled Water Usage:**

- **Gardening (100% of Treated Water):** 86,92,775 Liters/month
- 

**5. Conclusion**

Woxsen University has implemented an efficient water consumption model in alignment with the NBC India, 2016 & Bureau of Indian Standards. The university uses 135 Liters of water per person per day, broken down into various domestic and institutional uses. With its capacity for 100% sewage treatment and the reuse of treated water for non-potable purposes like gardening and flushing, the university is actively promoting water conservation and sustainability.

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This water consumption and sewage treatment strategy aligns with Woxsen University's commitment to sustainability and responsible resource management.

## Water Consumption Report

**Period:** Jun 2023 to May 2024

### 1. Introduction

Woxsen University is committed to efficient water management and sustainability. As per the National Building Code (NBC) of India, 2016 & Bureau of Indian Standards for educational institutions with boarding facilities, the daily water consumption per person is estimated at 135 liters. However, Woxsen University has successfully reduced its freshwater consumption by utilizing treated water for various activities wherever possible. This report outlines the detailed water consumption breakdown and sewage treatment strategies at the university.

### 2. Daily Water Consumption Breakdown (Per Person)

| Activity                                      | Liters per Day | Percentage of Daily Usage |
|-----------------------------------------------|----------------|---------------------------|
| Drinking                                      | 5 L            | 4%                        |
| Cooking & Utensils Cleaning                   | 15 L           | 11%                       |
| Bathing                                       | 55 L           | 41%                       |
| Washing                                       | 20 L           | 15%                       |
| Academic Activities<br>(Cleaning & Gardening) | 10 L           | 7%                        |
| Toilet (Sanitation)                           | 15 L           | 11%                       |
| Total Water Consumption                       | 120 L          | 100%                      |

### 3. Total Monthly Water Consumption

#### Assumptions:

- **Population:** 3,647 (students, faculty, and staff)
- **Average month length:** 30 days

#### Daily Water Usage for the Entire University:

$3,647 \text{ people} \times 120 \text{ Liters/person/day} = 4,37,640 \text{ Liters}$

#### Monthly Water Usage:

$4,37,640 \text{ Liters/day} \times 30 \text{ days} = 1,31,29,200 \text{ Liters}$

### 4. Sewage Treatment and Recycling Process

#### Wastewater Generated (Bathing, Washing & Other Activities):

$100 \text{ Liters/person/day} \times 3,647 \text{ people} \times 30 \text{ days} = 1,09,41,000 \text{ Liters/month}$

#### Sewage Treatment Capacity:

- **250 KLD (KILO LITERS PER DAY) ECO STP**

#### Recycled Water Usage:

- **Gardening (75% of Treated Water):** 81,85,750 Liters/month
  - **Flushing (25% of Treated Water):** 27,61,250 Liters/month
  - **Total Recycled Water Usage:** 1,09,47,000 Liters/month
- 

## **5. Conclusion**

Woxsen University has implemented an efficient water consumption model in alignment with the NBC India, 2016 & Bureau of Indian Standards. The university uses **120 Liters of water per person per day**, broken down into various domestic and institutional uses. By effectively utilizing treated water wherever feasible, the university has managed to lower its freshwater consumption. With its capacity for **100% sewage treatment and the reuse of treated water for non-potable purposes like gardening and flushing**, the university is actively promoting water conservation and sustainability.



## Water Consumption Report

**Period:** Jun 2024 to Jan 2025

### 1. Introduction

Woxsen University is committed to efficient water management and sustainability. As per the National Building Code (NBC) of India, 2016 & Bureau of Indian Standards for educational institutions with boarding facilities, the daily water consumption per person is estimated at 135 liters. However, Woxsen University has successfully reduced its freshwater consumption by utilizing treated water for various activities wherever possible. This report outlines the detailed water consumption breakdown and sewage treatment strategies at the university.

### 2. Daily Water Consumption Breakdown (Per Person)

| Activity                                   | Liters per Day | Percentage of Daily Usage |
|--------------------------------------------|----------------|---------------------------|
| Drinking                                   | 5 L            | 4.3%                      |
| Cooking & Utensils Cleaning                | 15 L           | 13.0%                     |
| Bathing                                    | 55 L           | 47.8%                     |
| Washing                                    | 20 L           | 17.4%                     |
| Academic Activities (Cleaning & Gardening) | 10 L           | 8.7%                      |
| Toilet (Sanitation)                        | 10 L           | 8.7%                      |
| Total Water Consumption                    | 115 L          | 100%                      |

**Note:** 35% of treated water is used for flushing. Gardening water is not considered in the breakdown as treated water is used for gardening. If we consider only freshwater consumption, it is approximately 70-80 Liters per person per day.

### 3. Total Monthly Water Consumption

#### Assumptions:

- **Population:** 4,778 (students, faculty, and staff)
- **Average month length:** 30 days

#### Daily Water Usage for the Entire University:

$4,778 \text{ people} \times 115 \text{ Liters/person/day} = 5,49,470 \text{ Liters}$

#### Monthly Water Usage:

$5,49,470 \text{ Liters/day} \times 30 \text{ days} = 1,64,84,100 \text{ Liters}$

### 4. Sewage Treatment and Recycling Process

#### Wastewater Generated (Bathing, Washing & Other Activities):

$95 \text{ Liters/person/day} \times 4,778 \text{ people} \times 30 \text{ days} = 1,36,24,370 \text{ Liters/month}$

#### Sewage Treatment Capacity:

- **250 KLD (KILO LITERS PER DAY) ECO STP**
- **300 KLD (KILO LITERS PER DAY) Sintex STP**

- **Total Capacity: 550 KLD (KILO LITERS PER DAY)**

**Recycled Water Usage:**

- Gardening (65% of Treated Water): 88,55,840 Liters/month
  - Flushing (35% of Treated Water): 47,68,530 Liters/month
  - Total Recycled Water Usage: 1,36,24,370 Liters/month
- 

**5. Conclusion**

Woxsen University has implemented an efficient water consumption model in alignment with the NBC India, 2016 & Bureau of Indian Standards. The university uses **115 Liters of water per person per day**, broken down into various domestic and institutional uses. By effectively utilizing treated water wherever feasible, the university has managed to lower its freshwater consumption. With its capacity for **100% sewage treatment and the reuse of treated water for non-potable purposes like gardening and flushing**, the university is actively promoting water conservation and sustainability.

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This water consumption and sewage treatment strategy aligns with Woxsen University's commitment to sustainability and responsible resource management.

## **NOISE LEVEL IN THE SURROUNDING OF WOXSSEN University:**

The human ear is constantly being assailed by man-made sounds from all sides, and there remain few places in populous areas where relative quiet prevails. There are two basic properties of sound:

- Loudness and
- Frequency.

Loudness is the strength of the sensation of sound perceived by the individual. It is measured in terms of Decibels. Just audible sound is about 10 dB, a whisper about 20 dB, library place 30 dB, normal conversation about 35-60 dB, heavy street traffic 60-80 dB, boiler factories 120 dB, jet planes during take-off is about 150 dB, rocket engine about 180 dB. The loudest sound a person can stand without much discomfort is about 80 dB. Sounds beyond 80 dB can be safely regarded as Pollutant as it harms the hearing system. The WHO has fixed 45 dB as the safe noise level for a city. For international standards a noise level up to 65 dB is considered tolerant. Loudness is also expressed in Sones. One sone equals the loudness of 40 dB sound pressure at 1 000 Hz. Frequency is defined as the number of vibrations per second. It is denoted as Hertz (Hz).

## **MATERIALS, STUDY AREA & METHODS**

Noise level meter or noise measuring app, Noise test pro (version: 1.0.2), was used to measure the noise level. Noise test pro detects any noise, music or sound in your surroundings. It will tell you maximum, minimum and average decibels.

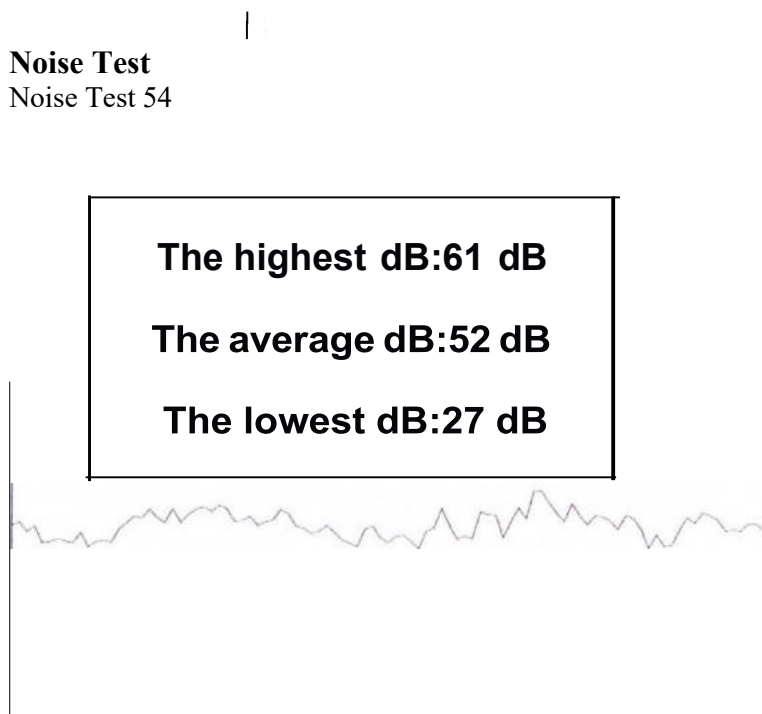


Figure: Noise Measurement by Noise Test Pro App

## DESCRIPTION OF THE UNIVERSITY SITE

The site of the WOXSSEN University is located at 17.6441845,77.7997978,16.02z.

Below photo shows the satellite image of the University site

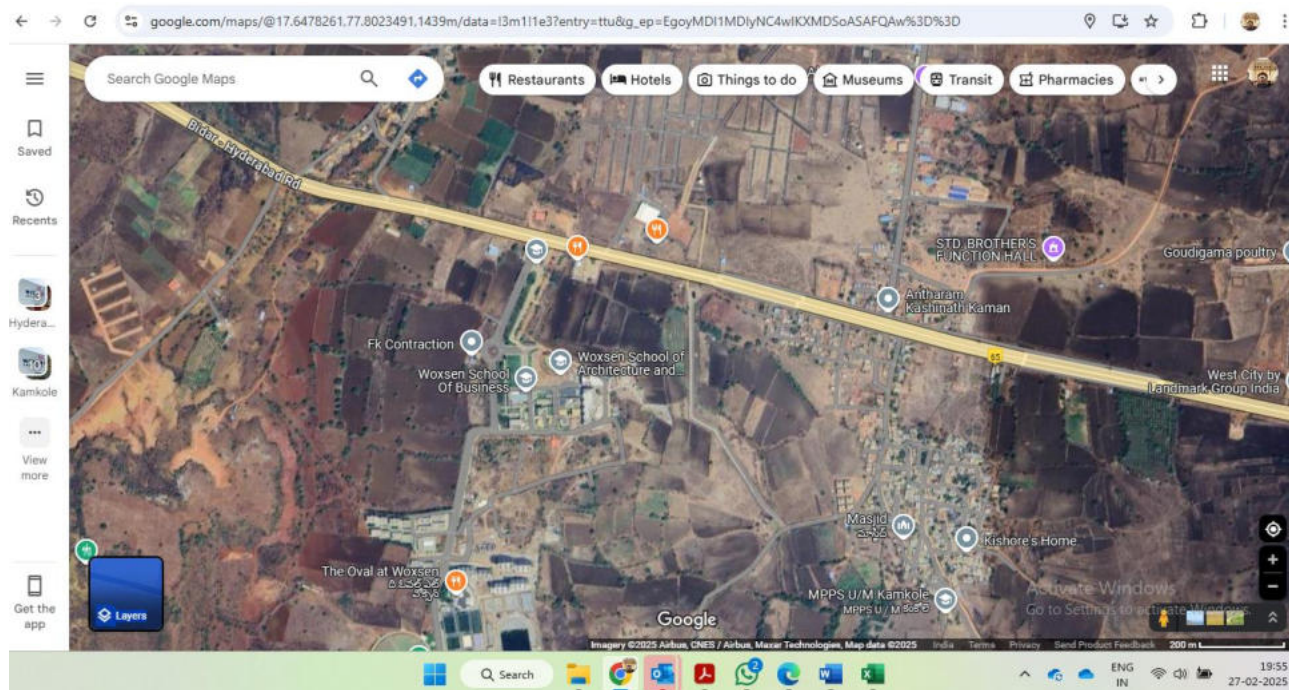


Photo 2: Aerial View of University Campus Part 2 (Source Google Earth)

## MEASUREMENT PROCEDURE

The noise level was recorded at the different Important Locations of WOXSSEN University. At each spot, the measurements were taken for 60 seconds during daytime (6 AM- 6 PM) and noted down the measurements. Screen shots of the noise measurements were taken immediately on the app at the time of 60th second of each measurement.

## RESULTS

The results of the experiments at different places have been tabulated in the following table:

Table 1: Measurements of Noise in and around WOXSSEN University:

| <i>PLACE</i> | <i>MEASUREMENTS<br/>(Duration in Sec.)</i> | <i>MINIMUM<br/>(dBA)</i> | <i>Maximum<br/>(dBA)</i> | <i>AVERAGE<br/>(&lt;IBA)</i> |
|--------------|--------------------------------------------|--------------------------|--------------------------|------------------------------|
| SOT          | 60                                         | 53                       | 81                       | 76                           |
| SOB          | 60                                         | 50                       | 68                       | 56                           |
| SOAP         | 60                                         | 59                       | 74                       | 70                           |
| SOAD         | 60                                         | 74                       | 90                       | 85                           |



### Green Audit Report, WOU

|                |    |    |    |    |
|----------------|----|----|----|----|
| Library        | 60 | 51 | 85 | 65 |
| SOL            | 60 | 57 | 84 | 78 |
| Labs           | 60 | 45 | 89 | 72 |
| SOH            | 60 | 50 | 81 | 73 |
| Sos            | 60 | 66 | 85 | 76 |
| VC Office      | 60 | 35 | 77 | 68 |
| Auditorium     | 60 | 53 | 75 | 71 |
| Workshop       | 60 | 66 | 90 | 78 |
| Workshop       | 60 | 56 | 86 | 69 |
| Ground 1       | 60 | 59 | 90 | 70 |
| Ground 2       | 60 | 56 | 90 | 68 |
| Generator Room | 60 | 53 | 89 | 75 |
| Gymnasium      | 60 | 68 | 82 | 76 |
| Faculty Flats  | 60 | 35 | 80 | 69 |
| Staff Flats    | 60 | 49 | 71 | 65 |

|                       |    |      |      |      |
|-----------------------|----|------|------|------|
| Guest House           | 60 | 50   | 77   | 67   |
| University Front Gate | 60 | 50.7 | 78.0 | 71.0 |
| University Back Gate  | 60 | 54   | 75.9 | 73.5 |
| Boys Hostel           | 60 | 54   | 68   | 62   |
| Girls Hostel          | 60 | 52   | 90   | 68   |

Source: Data collected by Third Party Lab in the presence of GMCSPL Auditors. After the study, the measurements of noise have been recorded in and outside of WOXSSEN University area: Inside the Campus: 35-90 dBA,  
Outside the Campus: 54-93 dBA

### WASTE DISPOSAL OF WOXSSEN University:

Waste disposal are the activities and actions required to manage waste from its inception to its final disposal. This includes the collection, transport, treatment and disposal of waste, together with monitoring and regulation of the waste management process.

The waste from all around the University is separated daily as wet and dry waste in different bags which are

disposed separately. Dry waste includes paper, cardboard, glass tin cans etc. on the other hand; wet waste refers to organic waste such as vegetable peels, left-over food etc. Separation of waste is essential as the amount of waste being generated today causes immense problem. The material was composted and evaluated as a fertilizing material. Disposal of these waste results in the production of good quality organic manure that can be used as soil amendments and source of plant nutrients.

With smart initiatives like "Think Green Campus Model", waste management is helping University's to achieve a higher level of environmental performance. By reusing or recycling we are contributing to the conservation of natural resources, saving energy, helping to protect the environment, reducing landfill. We will also reduce our impact on the environment by minimizing the carbon emissions associated with both disposing of old products and obtaining new ones. WOXSSEN University adopts environment friendly practices and takes necessary actions such as - energy conservation, waste recycling, carbon neutral etc. The biological reusable waste are processed as organic manure for the plants available in the University campus and the other solid waste generated in the University campus is taken to the community bin of WOXSSEN University for recycling and disposal.

## Wastage Management Report

### 1. Overview

Woxsen University is committed to sustainable practices and efficient waste management to minimize environmental impact. This report outlines the current waste management practices and future plans for improvement.

### 2. Current Waste Management Practices

#### Engagement with Vendor

- Woxsen University partners with **M/s. Mahesh Garbage Collection** (an authorized vendor in Kamkole GP, License No. 24) for waste management.
- The vendor collects various types of waste and converts food and garden waste into vermicompost.

#### Types and Quantities of Waste Generated

- **Food Waste:** Approximately **900 kg/day**.
- **Garden Waste:** Approximately **50 kg/day**.
- **Paper and Carton Waste:** Approximately **10 kg/day**, generated primarily from academic activities.

#### Waste Collection and Disposal

- **Food and Garden Waste:** Collected daily by M/s. Mahesh Garbage Collection.
  - **Paper and Carton Waste:** Stored and sold to scrap vendors monthly.
- 

### 3. Solid Waste Management Practices

#### Segregation at Source

- Dustbins across the campus are segregated into categories for **Paper, Plastic, Food, and Toilet Waste** to ensure efficient disposal.

#### Specific Waste Management Initiatives

- **Paper:**
  - Minimizing usage through digital paperwork and softcopy submissions.
  - Official documents are processed via **DocuSign** for digital signatures.
- **Plastic:**
  - Avoiding single-use plastics in classrooms, hostels, food zones, and labs.
  - Replacing disposables with eco-friendly alternatives, including bamboo plates, wooden spoons, and paper cups.
  - Plans to procure a **plastic-brick making machine** to recycle plastic into reusable bricks.
- **Food:**
  - Encouraging the "Take all you can eat, but eat all you take" approach.
  - Preparing meals incrementally during serving times to minimize waste.
  - Ergonomically designed plates to promote portion control.

- **Food Waste Tracking:**
  - Waste is weighed after every meal and displayed on an awareness board.
  - Posters around the dining hall encourage responsible consumption.
- **Future Plan:** Procure a **250 kg/day composter with an in-built shredder** to process biodegradable waste into compost for campus flora.
- **Sanitary Napkins:**
  - Disposal bins are placed in all ladies' washrooms.
  - Plans to procure a **sanitary napkin incinerator** with a capacity of **120 napkins/day**.
- **Other Waste (Metal, Wood, Scrap, Cloth):**
  - Sold to tied-up external vendors for reuse.

#### **Central Waste Management**

- An **exclusive waste yard** has been allocated, strategically located to avoid negative impacts on the campus and nearby community.
- **Mini electric garbage vans** operate on a fixed schedule to collect and transport waste to the yard.

---

## **4. Future Initiatives**

### **Vermicomposting Facility**

- Plan to establish an on-campus vermicomposting facility to:
  - Convert food and garden waste into nutrient-rich compost.
  - Reduce dependency on external vendors.
  - Utilize compost for maintaining campus gardens.

### **Expected Benefits**

- Significant reduction in waste sent off-site.
- Cost savings on landscaping and gardening.
- Contribution to a circular economy by utilizing waste efficiently.

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## **5. Conclusion**

Woxsen University's proactive approach to waste management demonstrates its commitment to sustainability. Current practices and proposed initiatives, such as the vermicomposting facility, will ensure that waste is managed responsibly while contributing to the university's green initiatives.





**Store room.**

## **TRANSPORTATION AT WOXSSEN UNIVERSITY:**

Being the largest residential campus in the region, WOXSSEN University m1111m1zes the transportation of the students & staff. It has a single bus which is used for outdoor transportation. The University provides its students and staff with all the comfort and convenience to help them to achieve their targets. As a result, students and staff will use E- vehicles and bicycles for internal transport. Buses emit approximately 20% less carbon monoxide, 10% as much hydrocarbons, and 75% as much nitrogen oxide per passenger mile as an automobile with a single occupant (Source: Wikipedia).

### ***University Bus Picture:***















## **ELECTRICAL POWER CONSUMPTION AT WOXSSEN UNIVERSITY:**

WOXSSEN University, being one of the largest University of Telangana, consumes on an daily average 310 kW- hr (units) of electricity which turns out to be 2700000 kW-hr per year only to maintain its volumetric activities throughout the year. The authority keeps on replacing the old filament bulbs, CFL bulbs and tube lights by low energy consuming LED bulbs and LED tubes and bulky high-power consuming fans by energy efficient fans to keep the electricity consumption of the University as low as possible.

In addition to making Environmental Studies a very vital subject in our syllabus, WOXSSEN University has gone a step further by putting that theory into practice. The University has gone ahead and signed an MOU with Ms Amplus Venus Pvt Ltd towards putting up a solar power plant with a total planning of 2.4MW in 3 progressive phases. The energy from this solar installation shall help in offsetting the institute's daytime peak electricity demand from the grid. In phase I, WOXSSEN University has started work towards erecting solar panels which shall generate 420KVA electricity daily and shall get operational by August 2023. This shall help University in meeting 5-10% of its demand via renewable source of energy and thus moving towards a more reliable and greener option and reducing its carbon footprint.

### **Percentage of annual power requirement of the Institution met by the renewable energy sources**

Response: Phase 1- 5-10% ; Phase 2- 20-30% ; Phase 3- 50-60%

### **Annual power requirement met by the renewable energy sources (in KWH)**

Response: 200000 approx. in phase 1; 450000 in phase 2; 1500000 in phase 3

### **Total annual power requirement (in KWH)**

Response: 2700000 approx.







| Power Requirements met by renewable energy sources | Total Power Requirement | Renewable energy Source | Renewable energy generated and used | Energy supplied to the grid |
|----------------------------------------------------|-------------------------|-------------------------|-------------------------------------|-----------------------------|
| 200000 KWH/year                                    | 2700000 KWH/Year        | Solar                   | 200000 KWH/year                     |                             |

Total Annual Lighting Power Requirements= 7,50,000 KWH

| Total Lighting Requirements | Percentage Lighting through LED Bulbs | Percentage Lighting through other sources |
|-----------------------------|---------------------------------------|-------------------------------------------|
| 7,50,000 KWH/Year           | 84%                                   |                                           |

## Power Consumption Report

**Period: June 2024 to November 2024**

### 1. Introduction

Woxsen University is committed to energy efficiency and sustainability. To optimize power consumption, the university has implemented 100% LED lighting with motion sensors in all corridors and common areas. Additionally, both a 327 kWp and 420 kWp solar setup are fully operational, and a 249 kWp solar setup is currently under commissioning to further enhance energy sustainability.

In alignment with the Government of Telangana norms, solar power setups should not exceed 1 Megawatt per connection. With the current commissioned setups, Woxsen University is reaching this 1-Megawatt limit. The university continues to benefit from the adoption of energy-efficient VRV (Variable Refrigerant Volume) HVAC technology introduced last year, which has yielded significant energy savings.

This report provides a comprehensive breakdown of power usage per person, total monthly consumption, and backup power infrastructure.

### 2. Monthly Power Consumption Overview

| S No                               | Month  | Recorded Units (kWh) |
|------------------------------------|--------|----------------------|
| 1                                  | Jun-24 | 258,928              |
| 2                                  | Jul-24 | 368,186              |
| 3                                  | Aug-24 | 524,731              |
| 4                                  | Sep-24 | 585,972              |
| 5                                  | Oct-24 | 618,570              |
| 6                                  | Nov-24 | 512,993              |
| <b>Total Consumption</b>           |        | <b>2,869,380 kWh</b> |
| <b>Average Monthly Consumption</b> |        | <b>478,230 kWh</b>   |

### 3. Cooling Systems Overview

Woxsen University continues to integrate energy-efficient VRV HVAC technology into new building designs while retaining existing split units for cost-efficiency. Detailed insights into energy savings and sustainability benefits are documented in the HVAC System Report.

### 4. Daily Power Consumption Breakdown (Per Person)

- **Total Population:** 4,778
- **Total Consumption:** 2,869,380 kWh
- **Average Monthly Consumption:** 478,230 kWh
- **Average Daily Consumption:** 15,941 kWh
- **Per Person Daily Power Consumption:**

$15,941 \text{ kWh} \div 4,778 \text{ people} = 3.34 \text{ kWh (Units) per person per day}$

### 5. Backup Power Supply (DG Set Details)

Woxsen University maintains a robust Diesel Generator (DG) backup system to ensure uninterrupted power supply. The details are as follows:

| Allotted Buildings | DG Set Capacity (KVA) |
|--------------------|-----------------------|
| Ladies' Hostels    | 250 KVA               |



|                                  |                  |
|----------------------------------|------------------|
| Gents' Hostels & Sports Facility | 500 KVA          |
| Academic Buildings & Cafeteria   | 1,000 KVA        |
| <b>Total DG Backup Capacity</b>  | <b>1,750 KVA</b> |

These DG sets support critical operations during power outages, ensuring continuity in academic and residential activities.

## 6. Sustainability Initiatives

Woxsen University continues to implement several sustainability measures to optimize power consumption:

- **100% LED Lighting & Motion Sensors:** Continued usage of LED Lighting and motion sensors during the building design stage, ensuring ongoing energy savings.
- **Solar Setup:** 327 kWp & 420 kWp Solar Setups are Fully operational & providing significant renewable energy. 249 kWp Solar Setup is Currently under commission to further enhance the renewable energy infrastructure.
- **VRV HVAC Technology:** Continued usage of VRV systems in building designs, ensuring ongoing energy savings.
- **Solar Water Heating Systems:** Solar water heaters have been installed on the rooftops of hostel buildings. These systems provide a sustainable solution for hot water needs throughout the year and contribute to the reduction of the University's carbon footprint.
- **Street Light Shutdown Initiative:** As an additional measure to reduce power consumption, street lighting on campus is shut off daily after 11 PM.

## 7. Future Plans

To adhere to the Government of Telangana's regulation that limits solar power setups to 1 Megawatt per connection, Woxsen University is planning to secure a second power connection. This additional connection will accommodate up to 1 Megawatt of solar setup for future expansion and new building infrastructure. This initiative demonstrates the university's proactive approach to sustainable energy management and infrastructure development.

## 8. Conclusion

Woxsen University follows a structured approach to power management and sustainability. With an average monthly power consumption of 478,230 kWh and a per-person daily usage of 3.34 kWh, the university ensures efficient energy utilization. The commissioning of the 249 kWp solar setup will further reinforce Woxsen University's commitment to sustainability and responsible energy management.

| <b>Woxsen University Solar Power Generation Details Year 2023 &amp; 2024</b> |                                          |                                          |                                     |
|------------------------------------------------------------------------------|------------------------------------------|------------------------------------------|-------------------------------------|
| <b>Month</b>                                                                 | <b>Power Generation (kWh) in Plant 1</b> | <b>Power Generation (kWh) in Plant 2</b> | <b>Total Power Generation (kWh)</b> |
| Jun-23                                                                       | 8474.78                                  | 0                                        | 8474.78                             |
| Jul-23                                                                       | 31845.33                                 | 0                                        | 31845.33                            |
| Aug-23                                                                       | 42133.69                                 | 0                                        | 42133.69                            |
| Sep-23                                                                       | 34255.58                                 | 0                                        | 34255.58                            |
| Oct-23                                                                       | 47115.09                                 | 0                                        | 47115.09                            |
| Nov-23                                                                       | 33831.45                                 | 0                                        | 33831.45                            |
| Dec-23                                                                       | 37059.47                                 | 0                                        | 37059.47                            |
| Jan-24                                                                       | 38613.88                                 | 0                                        | 38613.88                            |

**Green Audit Report, WOU**

|              |               |               |               |
|--------------|---------------|---------------|---------------|
| Feb-24       | 42730.09      | 0             | 42730.09      |
| Mar-24       | 46220.03      | 0             | 46220.03      |
| Apr-24       | 43924.13      | 31838.34      | 75762.47      |
| May-24       | 16751.12      | 60385.52      | 77136.64      |
| Jun-24       | 0             | 51113.85      | 51113.85      |
| Jul-24       | 0             | 40630.62      | 40630.62      |
| Aug-24       | 0             | 45828.66      | 45828.66      |
| Sep-24       | 8798.94       | 41938.44      | 50737.38      |
| Oct-24       | 39671.59      | 27277.76      | 66949.35      |
| Nov-24       | 38156.81      | 26961.29      | 65118.1       |
| <b>Total</b> | <b>509582</b> | <b>325974</b> | <b>835556</b> |

## Capital Expenditure Report (Sustainability Initiatives)

### 1. Introduction

Woxsen University is committed to sustainability and reducing its carbon footprint through strategic investments in energy-efficient and renewable energy technologies. This report highlights the capital expenditures associated with the university's sustainability initiatives, including renewable energy usage, LED lighting installations, and other green infrastructure projects.

### 2. Summary of Capital Expenditure

| Sustainability Initiative                          | Details                                                                   | Capital Expenditure (INR) |
|----------------------------------------------------|---------------------------------------------------------------------------|---------------------------|
| <b>Electric Buggies</b>                            | Procurement of Yamaha and Aquila electric buggies for campus transport    | 31,00,000                 |
| <b>BOV Bikes &amp; Electric Goods Carrier Auto</b> | Acquisition of Ather 450X bikes and goods carrier autos                   | 11,80,200                 |
| <b>Motion Sensors for LED Lights</b>               | Installation of motion sensors for energy efficiency                      | 6,19,500                  |
| <b>VRV HVAC System Integration</b>                 | Energy-efficient VRV HVAC system integration for optimized cooling        | 2,21,87,549               |
| <b>Solar Power Charges</b>                         | Payment for solar power usage (vendor: M/s. Amplus Athena Energy Pvt Ltd) | 37,60,004                 |
| <b>Solar Water Heating Systems</b>                 | Installation of solar water heaters for hostel buildings                  | 20,00,000                 |
| <b>Heat Resistant Paint</b>                        | Application of heat-resistant paint to reduce energy usage                | 4,49,580                  |
| <b>Total Capital Expenditure</b>                   |                                                                           | <b>3,32,94,833</b>        |

### 3. Detailed Expenditure Breakdown

#### Electric Buggies

- **Description:** Yamaha and Aquila electric buggies for campus transportation.
- **Benefits:** Reduction in fuel consumption and carbon emissions.
- **Capital Outlay:** INR 31,00,000

#### EV Bikes & Electric Goods Carrier Autos

- **Description:** Procurement of Ather 450X bikes and electric goods carrier autos.
- **Benefits:** Efficient and eco-friendly transport solutions.
- **Capital Outlay:** INR 11,80,200

#### Motion Sensors for LED Lights

- **Description:** Installation of motion sensors to improve energy efficiency in lighting.
- **Benefits:** Reduced power consumption.
- **Capital Outlay:** INR 6,19,500

#### VRV HVAC System Integration

- **Description:** Deployment of energy-efficient VRV HVAC technology.
- **Benefits:** Optimized cooling and reduced energy consumption.
- **Capital Outlay:** INR 2,21,87,549

#### **Solar Power Charges**

- **Description:** Charges for solar power generation provided by M/s. Amplus Athena Energy Pvt Ltd
- **Breakdown:** Installed Capacity - 327 kWp & 420 kWp.
- **Tariff Details:** INR 4.50 per unit (Flat Tariff), compared to Present Day Grid Tariff of INR 8.86 per unit, resulting in savings of INR 4.36 per unit.
- **Benefits:** Enhanced renewable energy utilization and reduced grid dependency.
- **Capital Outlay:** INR 37,60,004

#### **Solar Water Heating Systems**

- **Description:** Installation of solar water heating systems for hostels.
- **Benefits:** Sustainable solution for hot water requirements and reduced energy consumption.
- **Capital Outlay:** INR 20,00,000

#### **Heat Resistant Paint**

- **Description:** Application of heat-resistant paint to reduce heat absorption.
- **Benefits:** Lower energy usage for cooling.
- **Capital Outlay:** INR 4,49,580

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#### **4. Future Plans**

Woxsen University remains dedicated to sustainable development. To comply with the Government of Telangana's regulation limiting solar power setups to 1 Megawatt per connection, the university is planning to secure a second power connection. This will support additional solar infrastructure for new building expansions and further reinforce the university's commitment to sustainability.

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#### **5. Conclusion**

Woxsen University's capital expenditure on sustainability initiatives underscore its proactive approach to environmental responsibility. With investments in solar power, energy-efficient HVAC systems, and smart lighting solutions, the university continues to lead by example in promoting sustainability and responsible energy management.



# Emission Report

**Period:** Jan 2023 to Dec 2023

## 1. General Formula for Emission Sources

Emissions (tCO<sub>2</sub>e) = Activity Data × Emission Factor

- **Activity Data:** The quantity of fuel used, electricity consumed, distance travelled, etc.
- **Emission Factor:** The amount of CO<sub>2</sub>e emitted per unit of activity (varies by fuel type, electricity grid mix, etc.).

## 2. Total Scope 1 and 2 Emissions (tCO<sub>2</sub>e)

### Scope 1 Emissions:

Direct emissions from sources owned or controlled by the university (e.g., fuel combustion in vehicles, boilers, or generators).

- **Diesel/Petrol Consumption:** 31,269 Liters
- **LPG Gas Consumption:** 72,250 kg (Reduced by 15%)

### Emission Factors:

- **Diesel:** 2.68 kg CO<sub>2</sub>e per liter
- **LPG Gas:** 3.00 kg CO<sub>2</sub>e per kg

### Calculation:

- **Diesel/Petrol:** 31,269 liters × 2.68 kg CO<sub>2</sub>e/liter = 83,797 kg CO<sub>2</sub>e (83.8 tCO<sub>2</sub>e)
- **LPG Gas:** 72,250 kg × 3.00 kg CO<sub>2</sub>e/kg = 216,750 kg CO<sub>2</sub>e (216.8 tCO<sub>2</sub>e)
- **Total Scope 1 Emissions:** 83.8 + 216.8 = 300.6 tCO<sub>2</sub>e

### Scope 2 Emissions:

Indirect emissions from purchased electricity, steam, heating, and cooling.

- **Electricity Consumption:** 4,076,144 kWh
- **Emission Factor (Telangana Grid):** 0.716 kg CO<sub>2</sub>/kWh

### Calculation:

- 4,076,144 kWh × 0.716 kg CO<sub>2</sub>e/kWh = 2,917,480 kg CO<sub>2</sub>e (2917.5 tCO<sub>2</sub>e)

### Total Scope 1 + 2 Emissions:

- $300.6 + 2917.5 = 3,218.1 \text{ tCO}_2\text{e}$

### 3. Scope 3 Emissions (tCO<sub>2</sub>e)

Scope 3 includes indirect emissions from activities such as employee commuting, business travel, waste disposal, and supply chain.

#### Employee Commuting Data:

- Employees commuting by Car: 50
- Employees commuting by Bike: 130
- Employees commuting by Coach Bus: 70
- Employees commuting by Public Transportation: 80
- Total Day Scholars: 330

#### Emission Factors (kg CO<sub>2</sub>e per km)

| Vehicle Type                                              | Fuel Type     | Emission Factor (kg CO <sub>2</sub> e/km) |
|-----------------------------------------------------------|---------------|-------------------------------------------|
| Medium Motorcycle (150-500cc)                             | Petrol        | 0.10                                      |
| Car (Small/Compact)                                       | Petrol/Diesel | 0.15                                      |
| Coach Bus (30-40 seats)                                   | Diesel        | 0.04                                      |
| City Bus (Public Transport) (40-60 seats, high occupancy) | Diesel        | 0.045                                     |

#### Calculation:

- **Motorcycle Commuters:** 130 employees × 40 km/day × 200 days × 0.10 kg CO<sub>2</sub>e/km = **104,000 kg CO<sub>2</sub>e (104 tCO<sub>2</sub>e)**
- **Car Commuters:** 50 employees × 40 km/day × 200 days × 0.15 kg CO<sub>2</sub>e/km = **60,000 kg CO<sub>2</sub>e (60 tCO<sub>2</sub>e)**
- **Coach Bus Commuters:** 70 employees × 40 km/day × 200 days × 0.04 kg CO<sub>2</sub>e/km = **22,400 kg CO<sub>2</sub>e (22.4 tCO<sub>2</sub>e)**
- **Public Transport Bus Commuters:** 80 employees × 40 km/day × 200 days × 0.045 kg CO<sub>2</sub>e/km = **28,800 kg CO<sub>2</sub>e (28.8 tCO<sub>2</sub>e)**

**Total Scope 3 Emissions:** 104 + 60 + 22.4 + 28.8 = **215.2 tCO<sub>2</sub>e**

### 4. Baseline Year: 2020

Woxsen University began recording emissions in 2020, making this the baseline year for tracking progress.

**Total Scope 1 & 2 for Baseline Year (2020):**

- **Electricity Consumption:** 630,240 kWh
- **Diesel Consumption:** 10,000 liters

**Scope 1 Emissions:** 10,000 liters  $\times$  2.68 kg CO<sub>2</sub>e/liter = 26,800 kg CO<sub>2</sub>e (26.8 tCO<sub>2</sub>e)

**Scope 2 Emissions:** 630,240 kWh  $\times$  0.716 kg CO<sub>2</sub>e/kWh = 451,252 kg CO<sub>2</sub>e (451.2 tCO<sub>2</sub>e)

**Total Scope 1 + 2 Emissions for 2020:** 26.8 + 451.2 = **478 tCO<sub>2</sub>e**

**5. Energy Generated from Renewable Sources (kWh):**

Woxsen University has installed solar panels; energy generation calculations depend on the installed capacity and efficiency.

*(Refer to the Power Consumption Report for detailed information.)*

**6. Water Consumption (m<sup>3</sup>):**

- **Total Water Consumption:** 437,640 liters
- **Converted to m<sup>3</sup>:** 437,640 liters  $\div$  1,000 = **437.64 m<sup>3</sup>**

**7. Energy Consumption (kWh/year):**

- **Total Energy Consumption:** **4,076,144 kWh**

# Emission Report

**Period:** Jan 2024 to Dec 2024

## 1. General Formula for Emission Sources

Emissions (tCO<sub>2</sub>e) = Activity Data × Emission Factor

- **Activity Data:** The quantity of fuel used, electricity consumed, distance travelled, etc.
- **Emission Factor:** The amount of CO<sub>2</sub>e emitted per unit of activity (varies by fuel type, electricity grid mix, etc.).

## 2. Total Scope 1 and 2 Emissions (tCO<sub>2</sub>e)

### Scope 1 Emissions:

Direct emissions from sources owned or controlled by the university (e.g., fuel combustion in vehicles, boilers, or generators).

- Diesel/Petrol Consumption: 36,787 Liters
- LPG Gas Consumption: 85,000 kg

### Emission Factors:

- Diesel: 2.68 kg CO<sub>2</sub>e per liter
- LPG Gas: 3.00 kg CO<sub>2</sub>e per kg

### Calculation:

- Diesel/Petrol: 36,787 liters × 2.68 kg CO<sub>2</sub>e/liter = 98,589 kg CO<sub>2</sub>e (98.6 tCO<sub>2</sub>e)
- LPG Gas: 85,000 kg × 3.00 kg CO<sub>2</sub>e/kg = 255,000 kg CO<sub>2</sub>e (255.0 tCO<sub>2</sub>e)
- Total Scope 1 Emissions: 98.6 + 255.0 = 353.6 tCO<sub>2</sub>e

### Scope 2 Emissions:

Indirect emissions from purchased electricity, steam, heating, and cooling.

- Electricity Consumption: 5,478,978 kWh
- Emission Factor (Telangana Grid): 0.716 kg CO<sub>2</sub>/kWh

### Calculation:

- 5,478,978 kWh × 0.716 kg CO<sub>2</sub>e/kWh = 3,923,664 kg CO<sub>2</sub>e (3923.6 tCO<sub>2</sub>e)

### Total Scope 1 + 2 Emissions:

- 353.6 + 3923.6 = 4,277.2 tCO<sub>2</sub>e



### 3. Scope 3 Emissions (tCO<sub>2</sub>e)

Scope 3 includes indirect emissions from activities such as employee commuting, business travel, waste disposal, and supply chain.

#### Employee Commuting Data:

- **Employees commuting by Car:** 50
- **Employees commuting by Bike:** 150
- **Employees commuting by Coach Bus:** 100
- **Employees commuting by Public Transportation:** 100
- **Total Day Scholars (Staff):** 400

#### Emission Factors (kg CO<sub>2</sub>e per km)

| Vehicle Type                                              | Fuel Type     | Emission Factor (kg CO <sub>2</sub> e/km) |
|-----------------------------------------------------------|---------------|-------------------------------------------|
| Medium Motorcycle (150-500cc)                             | Petrol        | 0.10                                      |
| Car (Small/Compact)                                       | Petrol/Diesel | 0.15                                      |
| Coach Bus (30-40 seats)                                   | Diesel        | 0.04                                      |
| City Bus (Public Transport) (40-60 seats, high occupancy) | Diesel        | 0.045                                     |

#### Calculation:

- **Motorcycle Commuters:** 150 employees × 40 km/day × 200 days × 0.10 kg CO<sub>2</sub>e/km = **120,000 kg CO<sub>2</sub>e (120 tCO<sub>2</sub>e)**
- **Car Commuters:** 50 employees × 40 km/day × 200 days × 0.15 kg CO<sub>2</sub>e/km = **60,000 kg CO<sub>2</sub>e (60 tCO<sub>2</sub>e)**
- **Coach Bus Commuters:** 100 employees × 40 km/day × 200 days × 0.04 kg CO<sub>2</sub>e/km = **32,000 kg CO<sub>2</sub>e (32 tCO<sub>2</sub>e)**
- **Public Transport Bus Commuters:** 100 employees × 40 km/day × 200 days × 0.045 kg CO<sub>2</sub>e/km = **36,000 kg CO<sub>2</sub>e (36 tCO<sub>2</sub>e)**

**Total Scope 3 Emissions:** 120 + 60 + 32 + 36 = **248 tCO<sub>2</sub>e**

### 4. Baseline Year: 2020

Woxsen University began recording emissions in 2020, making this the baseline year for tracking progress.

**Total Scope 1 & 2 for Baseline Year (2020):**

- **Electricity Consumption:** 630,240 kWh
- **Diesel/Petrol Consumption:** 10,000 liters

**Scope 1 Emissions:** 10,000 liters  $\times$  2.68 kg CO<sub>2</sub>e/liter = 26,800 kg CO<sub>2</sub>e (26.8 tCO<sub>2</sub>e)

**Scope 2 Emissions:** 630,240 kWh  $\times$  0.716 kg CO<sub>2</sub>e/kWh = 451,252 kg CO<sub>2</sub>e (451.2 tCO<sub>2</sub>e)

**Total Scope 1 + 2 Emissions for 2020:** 26.8 + 451.2 = **478 tCO<sub>2</sub>e**

**5. Energy Generated from Renewable Sources (kWh):**

Woxsen University has installed solar panels; energy generation calculations depend on the installed capacity and efficiency.

*(Refer to the Power Consumption Report for detailed information.)*

**6. Water Consumption (m<sup>3</sup>/Day):**

- **Total Water Consumption:** 549,470 liters
- **Converted to m<sup>3</sup>:** 549,470 liters  $\div$  1,000 = **549.47 m<sup>3</sup>**

**7. Energy Consumption (kWh/year):**

- **Total Energy Consumption:** **5,478,978 kWh**

## SDG contributions

|                                                                                                                                   |                               |                                                                                                                                   |                               |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
|  Goal 1: No poverty                              | <a href="#">17 documents</a>  |  Goal 10: Reduced inequalities                   | <a href="#">30 documents</a>  |
|  Goal 2: Zero hunger                             | <a href="#">23 documents</a>  |  Goal 11: Sustainable cities and communities     | <a href="#">53 documents</a>  |
|  Goal 3: Good health and well-being              | <a href="#">121 documents</a> |  Goal 12: Responsible consumption and production | <a href="#">117 documents</a> |
|  Goal 4: Quality education                       | <a href="#">35 documents</a>  |  Goal 13: Climate action                         | <a href="#">62 documents</a>  |
|  Goal 5: Gender equality                         | <a href="#">19 documents</a>  |  Goal 14: Life below water                       | <a href="#">5 documents</a>   |
|  Goal 6: Clean water and sanitation              | <a href="#">33 documents</a>  |  Goal 15: Life on land                           | <a href="#">23 documents</a>  |
|  Goal 7: Affordable and clean energy             | <a href="#">118 documents</a> |  Goal 16: Peace, justice and strong institutions | <a href="#">33 documents</a>  |
|  Goal 8: Decent work and economic growth         | <a href="#">111 documents</a> |  Goal 17: Partnership for the goals              | <a href="#">108 documents</a> |
|  Goal 9: Industry, innovation and infrastructure | <a href="#">221 documents</a> |                                                                                                                                   |                               |

SOLH projects received in 2023-24

1. Dr. Eldhose Varghese: Who Cleans Up After Us: An Ethnographic Investigation of Empirical Reality and Cultural Underpinnings of Health, Sanitation and Cleanliness among select Tribal Groups of Western Ghats
  - Funded by ICSSR in 2023
  - SDG: All the 17 are applied here

The study “**Who Cleans Up After Us**” is an **ethnographic exploration** of the everyday practices, beliefs, and cultural meanings surrounding **health, sanitation, and cleanliness** among **selected tribal communities of the Western Ghats**. It seeks to uncover how indigenous worldviews, traditional knowledge systems, and local ecological contexts shape tribal perceptions and behaviors related to hygiene and public health.

Using **qualitative fieldwork methods** such as participant observation, in-depth interviews, and focus group discussions, the research examines how cleanliness and sanitation are not merely physical acts but are deeply rooted in **cultural values, social hierarchies, and spiritual beliefs**. The study highlights how tribal understandings of purity, pollution, and environmental balance differ significantly from mainstream public health narratives promoted by the state.

It also identifies gaps between **government sanitation initiatives** (like Swachh Bharat Mission) and **tribal lived realities**, revealing how such policies often overlook cultural diversity and local needs. The findings emphasize the importance of **context-sensitive and community-driven approaches** to improving health and sanitation in tribal regions.

Overall, the research underscores that achieving sustainable sanitation and health outcomes requires recognizing and integrating **tribal cultural logics, ecological practices, and social structures** into public policy frameworks.

## 2. Dr. Srinivas Junuguru: India's Growing Security Challenges and the Role of Défence

- Funded by ICSSR in 2023
- SDG: 8, 9, 10, and 13

The strategic environment is changing rapidly in India's neighbourhood and International Relations. India's hitherto policymakers had believed that they do not have foes around India's border; therefore, they need not focus upon defence equipment production. However, this kind of perception should change now, as Pakistan and China make aggressive moves to encircle India. Further, our energy resources and domestic challenges are exacerbating year after year. However, considering India's present defence apparatus strength and over-dependence on other countries, if both Pakistan and China attack India simultaneously, India will not go for medium and prolonged wars. Thus, it is a critical moment for India to bring some policy changes. The defence industry is a strategic area where it must get copious policy changes to meet the 21st



century India's defence needs. Currently, India is the largest defence import country notwithstanding an 11 percent contraction in arms purchases between 2013-2017 and 2018-2022. The project will explore what the significant security challenges that India is facing today are. The research expounds on how India's defence industry should be bolstered for meeting the emerging security challenges from the domestic and international arena. The project also explains how we can internationalize India's defence market.

**3. Dr. Naveen Siriman: Digital Financial inclusion in Tribal women: A Case Study of ITDA villages in Telangana (2024)**

- Funded by ICSSR in 2024
- SDG: All the SDGs are applied

The project “**Digital Financial Inclusion in Tribal Women: A Case Study of ITDA Villages in Telangana**” explores the extent, challenges, and impact of digital financial inclusion among tribal women in selected **Integrated Tribal Development Agency (ITDA)** villages of Telangana. The study seeks to understand how access to and usage of digital financial services—such as mobile banking, digital payments, Aadhaar-enabled transactions, and government welfare transfers—are reshaping the socio-economic realities of tribal women.

Adopting a **mixed-method approach**, the research combines **quantitative surveys** with **qualitative interviews and focus group discussions** to capture both statistical trends and lived experiences. It examines key indicators such as **financial literacy, access to digital infrastructure, trust in financial institutions, and digital skill levels** among tribal women. The project also investigates the role of **self-help groups (SHGs), local banks, and government initiatives** like the Pradhan Mantri Jan Dhan Yojana (PMJDY) and Digital India Mission in promoting inclusive digital financial ecosystems.

Findings from the study reveal that while digital financial inclusion has created new opportunities for empowerment and economic participation, **structural barriers**—including poor connectivity, low digital literacy, socio-cultural constraints, and limited institutional support—continue to restrict its full potential. Many tribal women still rely on intermediaries for digital transactions, leading to issues of dependency and lack of autonomy.

The project concludes that **sustainable digital financial inclusion** requires a **context-sensitive and participatory approach** that integrates **capacity building, local language digital training, and community awareness programs**. It emphasizes that empowering tribal women through digital finance can significantly contribute to **inclusive growth, gender equality, and socio-economic development** in tribal regions of Telangana.



## **SDG Report**

Project Title: Development of Nanostructured Materials for Energy and Environmental Applications

Project Id: WSRG220907

Duration: 12 Months

Principal Investigator: Dr. Beauty Pandey & Dr. Daya Shankar

Institution: School of Technology, Woxsen University

### **Project Overview**

This seed-funded initiative aimed to explore the synthesis and functional evaluation of nanostructured materials with potential applications in energy conversion and environmental remediation. The project focused on developing scalable chemical routes for fabricating advanced materials with tailored properties, and assessing their suitability for photocatalytic and photoelectrochemical processes.

### **Key Activities and Achievements**

1. **Material Fabrication:** Various nanostructures were synthesized using chemical and electrochemical methods. Emphasis was placed on achieving controlled morphology and crystallinity through tunable synthesis parameters.
2. **Composite Development:** Hybrid structures combining different classes of nanomaterials were developed to enhance interfacial charge transport and improve functional performance.
3. **Characterization:** Preliminary structural, optical, and compositional analyses were conducted using collaborative facilities. These assessments provided insights into the quality, uniformity, and potential applications of the synthesized materials.
4. **Functional Testing:** Initial photocatalytic and photoelectrochemical studies were performed to evaluate energy conversion capabilities, particularly in hydrogen generation and carbon dioxide reduction.
5. **Prototype Exploration:** Nanomaterials were deposited on flexible substrates to explore their integration into energy harvesting devices. Early-stage solar cell fabrication was attempted.
6. **Academic and Collaborative Impact:** The project facilitated student involvement in advanced synthesis techniques, contributing to skill development and research exposure. Drafts for external funding proposals were initiated, and collaborative discussions with academic and industrial partners were opened.

## **Suggested Next Steps for Research**

1. **Process Optimization:** Refine synthesis protocols to improve reproducibility, scalability, and control over material properties.
2. **Advanced Characterization:** Employ high-resolution and time-resolved techniques to study charge dynamics, surface interactions, and long-term stability.
3. **Functional Enhancement:** Explore doping, surface modification, and composite engineering to improve catalytic efficiency and device performance.
4. **Device Integration:** Develop prototypes for energy harvesting and environmental sensing applications, focusing on durability and real-world applicability.
5. **Computational Support:** Use modeling and simulation tools to predict material behavior and guide experimental design.
6. **Collaborative Expansion:** Strengthen interdisciplinary partnerships and pursue joint research initiatives with national and international institutions.
7. **Capacity Building:** Continue involving students and early-career researchers in hands-on projects, workshops, and training programs.
8. **Dissemination and Funding:** Publish findings in peer-reviewed journals, present at conferences, and submit proposals to external funding agencies for extended research.

## **Conclusion**

This project has successfully demonstrated the feasibility of synthesizing and evaluating nanostructured materials for energy and environmental applications. The outcomes provide a strong foundation for future research, collaborative growth, and technology development. Continued support will enable deeper exploration and translation of these materials into impactful solutions.



# **WOU SEED GRANT PROPOSAL**

**Project Title:** - Design and Development of Fire-Fighting Drones

## **1. Summary of the Project:-**

Fire accidents cause major damage to personal as well as private properties. These fire accidents occur suddenly without any signs. In the event of a fire, it is very difficult for the firefighters to reach quickly and scout out the fire if it is at long elevated heights. The heavy smoke from the fire will also make the visibility challenging for the firefighters by masking the way not to see more than a meter. According to the 20(20-21) report of the National Crime Records Bureau (NCRB), a total of 11,037 cases of fire accidents were reported in the country, which rendered 9,110 deaths and injuries to 468 persons. When the fire responders arrive at the incident it is very difficult for them to access the situation inside the site. It is also very difficult for them to predict the situations like smoke, the structural integrity of the site, and the fire flow patterns as the site is totally closed. So, a drone would be an ideal solution for them to look inside the site and assess the situation like where to concentrate, and how to approach the site. A drone equipped with a water tank and a pressurized gun for delivering the water at the site, and a thermal imaging camera employed on it, where human intervention is not possible in an emergency situation due to thick smoke will help the firefighters. This helps to plan the rescue mission as well as extinguish the fire. The thermal cameras help to visualize the persons trapped and also sense the presence of the fire, which helps in designing the evacuation plan by the firefighters.

**Keywords:** - Thermal cameras, water guns, firefighters, drones, rescue.

## **Objectives:-**

1. Designing the drone structure based on the payload and the pressure applied by the water gun.
2. Capturing and analyzing the images by a thermal camera installed on the drone.
3. Controlling the device using a wireless control system for elevating and disbursing the water at the specified location.
4. Fabricating the prototype and testing it.

## INTRODUCTION

These drones are the eyes in the sky for firefighters. They serve as an essential tool for firefighters, especially in urban areas, where devastating flame outbreaks might occur in tall structures. Drones can be equipped with the latest technology to aid firefighters and supplement existing resources. Due to recent advancements, aerial information can be obtained quickly and affordably by firefighters. With the help of drones, firefighters can improve their situational awareness. When a fire breaks out in a high-rise building, firefighters usually arrive at the scene and try to launch the rescue operation with very little knowledge of the degree of the fire's spread and the extent of the building's damage. Instead, before beginning the rescue operations, firefighters can use this drone technology to conduct an aerial evaluation of the situation to determine the extent of the fire. This will allow them to make quick judgments and perhaps save many lives.

Drones can efficiently travel in compact spaces as they can be agile and small and helps humans in putting them in hazardous situations. Drones equipped with thermal cameras help firefighters identify the hotspots and blazing structures, where firefighters can direct their whole efforts in bringing the situation under control quickly. Drones also help to assess the situation of disaster management after a city or a place is hit by a bad cyclone or an earthquake. These drones can give you quick information to the government officials to assess the disaster and take necessary actions.

Nowadays drone delivery has become increasingly popular in modern logistics, even the giant like amazon is looking into the option of drone delivery of medicines, parcels, groceries, food and other homecare products. These drone delivery systems are cost-effective solution as well as safe and contactless delivery models.



(Source: - Unmanned aircraft systems flynow.com)

## Literature Review:-

Costing for the drone and its accessories:-

| S.No         | Name of the part                                 | Estimated Price of the part | Quantity | Total Cost |
|--------------|--------------------------------------------------|-----------------------------|----------|------------|
| 1            | Hexacopter Having Wheelbase: 1550mm Weight: 3 kg | 60,000                      | 1        | 60,000     |
| 2            | 10 motors                                        | 5000/ piece                 | 8        | 50,000     |
| 3            | Carbon fibre propellers                          | 1000                        | 12       | 12,000     |
| 4            | Brushless motors                                 | 3000                        | 12       | 36,000     |
| 5            | Holybro kakute F7 & amp-tekko 32 Biheli32        | 30,000                      | 1        | 30,000     |
| 6            | Drone Transmitter and receiver                   | 30,000                      | 1        | 30,000     |
| 7            | FPV/Telemetry Trans-Receiver                     | 12,000                      | 1        | 12000      |
| 8            | Flight Controller & Accessories                  |                             |          | 1,00,000   |
| 9            | Infrared thermal camera                          | 70,000                      | 1        | 70,000     |
| 10           | GPS and Antennas                                 | 50,000                      |          | 50,000     |
| 11           | Drone speed controller                           | 15,000                      | 1        | 15000      |
| 12           | Drone Gimbal Accessories                         | 60,000                      | 1        | 60,000     |
| Total Amount |                                                  |                             |          | 5,25,000   |

**SCIENCE AND ENGINEERING RESEARCH BOARD**  
**TEACHERS ASSOCIATESHIP FOR RESEARCH EXCELLENCE**

**Other Technical Details**

**Project Title: -** Axial flow abrasive finishing of fused deposition modeled (FDM) parts using a low-cost sustainable media

**1. Summary of the project :**

Finishing of fused deposition modeling parts is still a challenging and time-consuming process. Currently, many health care industries use a variety of methods like soluble and insoluble materials, sanding, vapor smoothing, priming and painting, polishing, electroplating, and hydro-graphics are used; but still, the surface finish is compromising and need to take utmost care otherwise the FDM part gets damaged. Industries are spending a huge amount of money to get the required surface finish for the dental and medical parts. Based on the application there are different machines available for finishing the parts i.e one-way abrasive flow machine, two-way abrasive flow machine and, orbital abrasive flow machine. Due to the easy operation of the axial-flow pump, it can be used for discharging the sustainable media. In the proposed project, an axial flow pump will be used to extrude the sustainable media in one direction through the formed workpiece by tooling. The phenomenon of abrasion takes place whenever the media passes through the restrictive passage, and where the workpiece will be ideally placed for removal of material. The key components of this setup would be an axial flow abrasive finishing setup (AFAFS), tooling, and sustainable abrasive media. Process input parameters would be extrusion pressure, several cycles, grit composition of sustainable abrasives and type, tooling and fixture designs that will have a significant impact on AFAFS; and resulting output responses proposed to be invented will be surface finish of FDM parts and material removal.

The abrasive finishing process is capable of producing surface finish ( $R_a$ ) of about  $0.05\text{ }\mu\text{m}$ , and deburr holes as small as  $0.2\text{ mm}$  and radius edges of  $0.025\text{ mm}$  to  $1.5\text{ mm}$ . Abrasive flow machining processes have a wide range of applications in numerous industries such as aerospace, medical, automotive, precision dies and molds when used as part of manufacturing activities.

**Keywords: -** Axial flow compressors, Rapid prototyping, Finishing, Abrasive flow Machining, Sustainable media, Surface finish

**Project Title:**

*“Nitrocromene Derivatives for Targeted Anti-Cancer Therapy: Synthesis and DNA Efficacy Assessment”*

**Principal Investigator:** Dr. Dipak Kumar Sahoo

**Project Grant (Woxsen Seed Grant)**

**SDG 9: Industry, Innovation, and Infrastructure**

**Project Report:**

The project *“Nitrocromene Derivatives for Targeted Anti-Cancer Therapy: Synthesis and DNA Efficacy Assessment”* was undertaken with the objective of advancing Woxsen University’s research capabilities in medicinal and organic chemistry. It focused on enhancing laboratory infrastructure through the installation of a Rotary Evaporator with a Vacuum Pump, a vital instrument for efficient synthesis, purification, and concentration of chemical compounds.

This addition has significantly strengthened the School of Sciences’ capacity to conduct advanced research in drug discovery and chemical synthesis. The equipment is actively being used by undergraduate and doctoral scholars for projects involving the synthesis of bioactive molecules and potential therapeutic agents. The project has already yielded tangible outcomes, including a **publication in a Q1-ranked international journal, Bioorganic Chemistry (Elsevier)**, which reported the synthesis, computational analysis, and biological evaluation of novel pyrimidine-based sulfonamides and acetamides as potent antimicrobial agents.

Beyond this immediate success, the project has created a lasting impact by fostering an ecosystem of research-led learning, innovation, and collaboration. The newly established infrastructure will continue to support diverse interdisciplinary projects, contributing to the development of sustainable solutions in health-related sciences and aligning with **SDG 9 (Industry, Innovation, and Infrastructure)**



**Project Title:** Fine-Tuning TMO Based Solar Cells: A Path to Tandem Solar Excellence

**Grant Reference:** Woxsen Seed Grant: WSRG/01/2024/09

**PI:** Dr. Ramakrishna Madaka

**School of Sciences**

**SDG 7: Affordable and Clean Energy**

We are pleased to present a interim update on the research project funded by the Woxsen Seed Grant. The strategic utilization of the first tranche of ₹1,00,000 has successfully established a core experimental capability through the procurement and calibration of a spin coater. This foundational investment has directly enabled significant progress, facilitating the fabrication of two-dimensional (2D) material layers and the synthesis of transition metal oxides (TMOs).

Our research has now progressed decisively from fundamental material development to tangible application. We have successfully integrated these novel 2D TMOs into functional sensor platforms. These sensors are specifically designed for energy-harvesting and environmental monitoring applications, representing a direct and innovative contribution to Affordable and Clean Energy (SDG 7) by advancing self-powered systems and efficient energy management technologies. The promising data generated from these prototypes is currently under rigorous analysis, with manuscripts in active preparation to disseminate these findings to the broader scientific community.

Building upon this successful groundwork, our ultimate goal remains the development of high-efficiency tandem solar cells, a pursuit that squarely aligns with the global mission of affordable and clean energy. To advance this objective and capitalize on our initial momentum, the release of the remaining grant balance of ₹2,00,000 is now critically essential. These funds are required for the vital next phases, including advanced material characterization and the procurement of specialized substrates and chemicals necessary for scaled device fabrication and performance testing.

We are confident that with the full support of the grant, we can translate these promising initial results into significant research outcomes, including functional prototypes and high-impact publications. We therefore respectfully request your assistance in facilitating the release of the outstanding funds at the earliest convenience to ensure the continued success and maximum return on investment for this strategically important project.

**Q1**  
by ERS



# Woxsen- Ethics, Responsibility & Sustainability

Quarterly  
ERS Activity  
Report Edition - 1

#1 Jan-Mar 2024



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## 1.1 Creating Connection and Comfort: Centre of Excellence -Diversity, Equity and Inclusion Assessment of Old Age Home

UN SDG: 3, 10

On 14th January 2024, a team from the Centre of Excellence for Diversity, Equity, and Inclusion (COE-DEI) visited Grace Old Age Home in Miyapur, Hyderabad. The objective of the visit was to assess the living conditions of the elderly residents, engage with them, and explore ways to support their well-being. The team found the infrastructure generally well-maintained but highlighted areas for improvement, such as repairing pathways to make the facility more accessible.

During conversations with the residents, the executives noted a strong sense of loneliness and a need for greater social interaction. While the staff was dedicated, there was room for enhancing their caregiving skills, especially in fostering empathy and emotional support.

The team recommended improving infrastructure, organizing more social activities, and providing staff training to enhance the emotional well-being of residents. They also suggested health and wellness programs and community engagement to create intergenerational bonds.

Overall, the visit emphasized the importance of creating an emotionally nurturing environment, ensuring Grace Old Age Home not only meets the physical needs of its residents but also enhances their quality of life through greater care and community involvement.

# 01

## 1.2. Sustainable Living in Focus: Woxsen University's Efforts to Promote Hygiene and Environmental Responsibility

UN SDG: 3, 11, 6

The Indian Constitution, through the 42nd Amendment, underscored the nation's commitment to environmental protection. Articles 48A and 51A mandate the state and citizens, respectively, to safeguard the environment and its resources. In alignment with these constitutional principles, the School of Law at Woxsen University organized an awareness program in Kamkole on January 24, 2024. The event aimed to educate the local community about the detrimental health implications of neglecting cleanliness, hygiene, and sanitation.

The program emphasized the significance of sustainable living and the role of individual choices in preserving the environment. Participants were urged to adopt practices that align with the principles of inter-generational equity. Cleanliness, a cornerstone of healthy living, was highlighted as a collective responsibility. The program underscored that by maintaining a clean environment, individuals can improve their physical well-being and contribute to a more sustainable future for generations to come.





## 1.3 Bridging Gaps: How Student Volunteers are Enhancing Education for Children of Construction Workers

The School of Architecture and Planning initiated a series of learning sessions for the children of construction workers. These sessions, targeting children between the ages of 4 and 14, aimed to engage the young participants in creative learning experiences. The first phase of the program commenced on 14th November 2023 and spanned 12 weekends, concluding on 3rd February 2024. Initially, the sessions welcomed nine children, but as the initiative gained momentum, more children joined, resulting in 18 participants in the final weekends.

The sessions were driven by student volunteers, who, under the guidance of faculty mentors, tailored the learning experience to the children's interests and needs. Rather than following a rigid curriculum, the volunteers encouraged the children to express what they wanted to learn on any given day and developed the sessions from there. In addition to teaching, the volunteers distributed essential stationery items such as notebooks, pencils, erasers, and sharpeners, ensuring the children had the tools they needed to participate fully.



### UN SDG: 4, 10

Throughout the program, the children learned and practiced English language skills, including alphabets, words, and sentences. They also engaged in mathematics, focusing on arithmetic and multiplication tables. Creative activities, such as drawing, coloring, origami, and solving puzzles, were incorporated to stimulate their imaginations and foster problem-solving skills. These learning sessions not only provided the children with educational support but also gave them a platform to develop confidence and curiosity.

For the student volunteers, this ERS activity was an invaluable opportunity to practice empathy and apply their skills in a meaningful way. By contributing to the education of children who, due to temporary circumstances, could not attend formal schooling, the students demonstrated a commitment to social responsibility. The initiative was a powerful example of how small, consistent efforts can create lasting impacts on both the participants and the volunteers involved.

## 1.4 Community Connections: A Day of Service and Support

### UN SDG: 2, 3

On January 22, 2024, COE-Advanced Energy Systems and New Age Technology, in collaboration with local temple authorities, organized a significant Employee Social Responsibility (ERS) event aimed at enhancing community welfare through food distribution and support for temple rituals. The event saw the enthusiastic participation of key individuals, including Dr. Prashant Kumat, Dr. Bhargav Prajwal, Dr. Bhanu Prakash, and 21 dedicated B.Tech students. Volunteers played a crucial role in distributing food to local residents, with meticulously planned logistics ensuring an efficient and equitable process that addressed community needs.

The ERS initiative yielded several important outcomes, including strengthened community connections, heightened awareness about social responsibility among B.Tech students, and a demonstration of COE's commitment to making a positive impact beyond academic boundaries. The dedication and enthusiasm displayed by team members and students reinforced the organization's commitment to social responsibility and community involvement.



## 1.5 Panel Discussion Insights: The Overlooked Voices in the Ayurvedic Beauty Industry

### UN SDG: 10, 12

On February 2, 2024, the School of Liberal Arts and Humanities hosted a panel discussion focused on high-end wellness companies like Forest Essentials and Kama Ayurveda. While these brands promote Ayurvedic traditions, the absence of tribal communities—traditional guardians of these resources—from stakeholder discussions is a significant concern.

The panel highlighted the shift from artificial to natural products, emphasizing how this trend often exploits tribal populations who lack agency over their forest resources. External cultural influences have led to a perception that artificial products are superior, overshadowing local remedies.

Luxury pricing of products, such as a "brightening ghee cream" for 2,500 rupees, makes them inaccessible to lower-income groups, primarily targeting urban consumers.

The discussion called for critical analysis and policy reforms to include tribal stakeholders, recognizing their vital role in the commercialization of their knowledge. This inclusion is essential for creating a more sustainable and equitable wellness industry.



# 02



James A.F. Stoner is a distinguished professor of Management Systems at Fordham University's Gabelli School of Business and holds the prestigious James A.F. Stoner Chair in Global Quality Leadership. With a background in engineering and management from MIT, Stoner has made significant contributions to the fields of quality management, sustainability, and leadership. He is also a prolific author, consultant, and speaker, with a global influence through his executive seminars and advisory roles for major companies.

## 2.1 Seminar on SGD Aligned Research Works or Sustainable Solutions: Woxsen University's Seminar on SDG-Aligned Research

### UN SDG: A11, 17

On February 7th, Woxsen University's School of Business hosted a vibrant seminar featuring Prof. James Stoner's keynote address and a masterclass. The event included presentations on SIG-aligned work by faculty and students, panel discussions, and insights from nonprofit organizations. Faculty development workshops focused on interdisciplinary approaches to teaching sustainability, while video posters from global participants showcased innovative ideas. The seminar highlighted Woxsen University's dedication to fostering knowledge exchange and promoting sustainability in higher education.

## 2.2 Webinar of Personal Carbon Footprint

UN SDG: 4, 12, 13

Woxsen University's School of Business recently hosted a webinar on personal carbon footprint reduction, led by Dr. Tauseef. The session explored practical strategies to minimize individual environmental impact. Dr. Tauseef's insights sparked engaging discussions, and the success of the event has prompted plans for future sustainability initiatives.



## 2.3 Dental Health Camp at Woxsen University: A Step Towards Healthier Smiles

UN SDG: 3, 17

School of Technology at Woxsen University partnered with Roy's Dental Clinic to host a free dental check-up camp on February 7, 2024. The event, held at the Law Block, aimed to promote oral health awareness among students, faculty, and staff. Led by dental experts Dr. Joseph Roy and Dr. Musadaq Mohammed, emphasizing the connection between oral health and overall well-being.

## 2.4 Wetlands for Human Wellbeing – Sustainable Development for Greener Tomorrow,

UN SDG: 13, 14, 15, 17

In celebration of World Wetlands Day on February 2, 2024, the School of Arts and Design (SOAD) at Woxsen University, in collaboration with TERRE Policy Centre, Pune, organized a poster and creative writing competition for students. This event aimed to raise awareness about the importance of wetlands and their role in human well-being, aligning with the global theme for World Wetlands Day 2024. The event also highlighted the significance of the Ramsar Convention, a treaty adopted in 1971 to protect wetlands of international importance. India, a key signatory since 1982, boasts 80 Ramsar sites, the highest in South Asia, though many of these sites require urgent conservation efforts.

Through the competition, SOAD sought to educate students and faculty on the importance of wetlands, their contribution to the ecosystem, and the need for public commitment to conservation. The event marked the beginning of a series of activities planned in partnership with TERRE Policy Centre.

## 2.5 The Curious Case of Button Masala

UN SDG: 9, 12

The Department of Fashion Design at Woxsen University's School of Architecture and Design (SOAD) recently hosted an insightful three-day workshop for Semester VI students, focused on sustainable fashion trends and techniques. The workshop introduced the innovative 'Button Masala' technique, invented by renowned fashion designer Anuj Sharma. This creative method involves using just buttons and rubber bands to create endless garment designs from a single piece of fabric. The simplicity, speed, and sustainability of this technique make it a revolutionary approach to fashion design, offering an alternative to the wasteful practices of the fast fashion industry.

The goal of the workshop was twofold: to raise awareness about the environmental impact of fast fashion and to provide practical, sustainable solutions. Students were encouraged to rethink traditional fashion design methods and adopt the values of sustainability in their creative processes. By learning the 'Button Masala' technique, they discovered how to create versatile, eco-friendly garments while minimizing fabric waste. The workshop also featured a display arena where students and visitors from the Woxsen community could observe the outcomes and reflect on the importance of responsible fashion choices in everyday life.



The workshop emphasized that sustainable fashion is not just a trend but a necessary shift in mindset. It aimed to inspire participants to incorporate sustainable design principles into their future careers, making eco-conscious decisions that can drive positive change within the fashion industry.



Fashion designer specializes in craft sustainability, while Anuj Sharma development and also exploring human behavior through fashion. His work has been showcased internationally, including in Japan, the UK, Sweden, Bangladesh, and at Lakme Fashion Week in Mumbai.

## 2.6 The Third International Ethics Advisory Board Meeting

**UN SDG: A11, 17**

On February 13, 2024, Woxsen University's School of Arts & Design (SOAD) hosted the 3rd International Ethics Advisory Board (IEAB) meeting. The board was briefed on the university's strategic focus, known as the Five Pillars, which include research, internationalization, corporate alignment, Ethics, Responsibility, and Sustainability (ERS), and entrepreneurship. A special emphasis was placed on the future plans of the ERS initiatives at SOAD. The board learned about SOAD's Social Immersion course, designed to expose students to real-world challenges, and the school's commitment to capacity-building programs for citizens through the Centre for Excellence, aligning with Woxsen's ERS vision. Students at SOAD are engaged in research on crucial global issues such as climate change, sustainability, and unorganized economies. SOAD's contributions to Sustainable Development Goals (SDG) 5 – gender equality, and SDG 13 – climate action, were also highlighted. In conclusion, IEAB members commended SOAD's efforts in addressing social and environmental issues through innovative academic and research activities. They also expressed interest in international collaboration, noting the market potential of SOAD's innovations and its alignment with the broader ERS mission of Woxsen University.

## 2.7 Breaking the Silence: Unveiling Menstruation Challenges and Advocating Workplace Inclusivity

**UN SDG: 3, 5**

Woxsen University's School of Arts & Design, led by Dr. Adity Saxena, has launched the project "Breaking the Silence: Unveiling Menstruation Challenges and Advocating Workplace Inclusivity." The initiative focuses on highlighting the struggles women face during menstruation at work, aiming to foster a more inclusive and supportive work environment. Through interviews with women from various industries, the project collects personal stories on the emotional and physical challenges of menstruation, while addressing societal taboos and workplace empathy.

The goal is to promote understanding and ensure inclusivity across industries, ethnicities, and socioeconomic backgrounds. By advocating for greater awareness, this project aims to create positive change around menstruation challenges, contributing to a more gender-inclusive workplace environment.

## 2.8 Gender and Gesture, Beyond Boundaries, Beyond Photography, International Photography Competition

**UN SDG: 5**

The Gender & Gesture: Beyond Boundaries, Beyond Photography is an international photography competition that represents a remarkable cross-cultural collaboration between the University for the Creative Arts, Farnham, and the School of Arts & Design, Woxsen University. This innovative project brings together diverse perspectives, creative talents, and cultural influences to explore the dynamic intersection of gender and gesture, transcending traditional boundaries of photography.

The competition serves as a captivating visual journey, highlighting how gender identity and expression are portrayed through the subtle art of gesture. The participants have pushed the conventional limits of the medium, crafting images that challenge societal norms and provoke thoughtful discussion around gender roles and representation.

The competition's impact goes beyond mere visual art—it fosters cross-cultural dialogue, creating a global platform for artists to express their unique interpretations of gender and gesture. This evolving project continues to inspire and engage, paving the way for future creative collaborations and conversations about gender in the visual arts.



Organized by WOXSEN UNIVERSITY

# INTERNATIONAL

ETHICS ADVISORY BOARD MEETING

School of Arts and Design

13th FEB, 2024  
16:30 IST

in

ADVISORY BOARD MEMBERS



**DR. EZAZ AHMED, SHRIM-SCP**  
Dean, Division of Business,  
Leadership and Communication  
Columbia College, USA



**MURIEL MAFICO**  
Deputy Representative,  
UNICER, South Africa



**Dr. Monique Darrisaw-Akil**  
Superintendent at Unilever UFSO,  
USA



**Prof. Dr. Amb. Tal Edgars**  
UNF, MAH & ILO Experts,  
South Africa



**Prof. COLIN CLARK**  
Professor of Accounting, Director  
Victoria Business Confucius Institute,  
Melbourne



**MARSHA MACATTA-YAMBI**  
Executive Director, Tanzania



**MARTHA GETACHEW BEKELE**  
Delivery, Quality & Impact Lead,  
Addis Ababa, Ethiopia



**GAVIN RAJAH**  
CEO at GAVIN RAJAH ATELIER,  
South Africa



**JASON MAITLAND**  
President, Sustainability Institute  
of Trinidad and Tobago



**ABIGAIL KIMA**  
Host and Producer - Hail News  
Podcast, Kenya







## 2.9 Harmony in Green: The Essence of Environmental Responsive Design for Sustainable and Resilient Structures

UN SDG: 11

The School of Architecture and Planning, Woxsen University, embarked on an insightful field trip to the Rural Technology Park (RTP) at the National Institute of Rural Development and Panchayati Raj (NIRDPR). This experience, intricately linked to academic subjects such as Environment Responsive Design, Acoustics & Illumination, and Low-Cost Building Techniques, offered students a practical understanding of sustainable living and innovative construction practices. The students observed and documented various house types, inspired by different regions of India, gaining valuable insights into cost-effective, eco-friendly building methods. The implementation of Laurie Baker techniques provided a firsthand perspective on the benefits of low-cost, sustainable construction. Additionally, a session with Mr. MD Khan, Senior Consultant at NIRDPR, ignited their entrepreneurial spirit and passion for promoting sustainability in architecture.

The field trip aimed to explore crucial aspects such as energy efficiency, sustainable materials, carbon footprint reduction, and community engagement within the built environment. Moreover, the trip emphasized the importance of involving local communities in the design process, ensuring that structures meet their needs while enhancing the surrounding environment. This immersive learning experience has equipped future architects with the practical knowledge and tools needed to develop sustainable design solutions. By merging academic concepts with real-world applications, Woxsen University is fostering a generation of architects committed to creating responsible, environmentally conscious structures.



## 2.10 Religion and Environmental Crisis: The Case of Arabi Malayalam Disaster Ballads

UN SDG: 13



Dr. Ophira  
in South Asian  
School of Critical  
Glasgow  
United Kingdom

Gamliel, Lecturer  
Religions  
Studies, University of

Dr. Ophira Gamliel delivered a keynote address as part of the \*Pierre Bourdieu Virtual Lecture Series – 3\*, focusing on the impact of environmental disasters and the role of religion in coping with them. Drawing from her fieldwork in Kerala, she examined how early 20th-century disasters, such as the 1924 flood and the 1909 cyclone, were memorialized in Arabi Malayalam disaster ballads. These ballads offer insight into how communities responded to and remembered such catastrophic events. Dr. Gamliel connected these historical events to more recent disasters, such as the 2018 Kerala floods and a cyclone in Bangladesh, demonstrating the lasting influence of past experiences on modern-day responses.

Her lecture emphasized the distinction between natural and manmade disasters, noting that while some disasters occur naturally, many are worsened by human actions, particularly in fragile ecosystems. The discussion also explored the impact of human intervention on climate change and raised important questions about how religion helps people recover from disasters. Dr. Gamliel highlighted the way religious beliefs often motivate individuals to take courageous and compassionate actions to assist those in need during crises.

With 2024 projected to be one of the warmest years on record, this discussion underscored the urgency of addressing environmental issues. Dr. Gamliel encouraged a forward-looking approach, asking how we can begin protecting the environment and what actions should be prioritized.

In conclusion, the lecture examined the potential role of religion in environmental protection and emphasized the need for a deeper exploration of this connection. Dr. Gamliel offered a semester course titled \*Religions, Cultures, and Environmental Crisis\* to further investigate these topics and encourage students to consider the intersection of religious values and environmental sustainability.

## 2.11 Justice for All: Observing World Day of Social Justice

**UN SDG: 4,10,16,17**

On February 23, 2024, the School of Law at Woxsen University commemorated \*World Social Justice Day\* with a series of meaningful events aimed at promoting a deeper understanding of social justice. Held at the Woxsen University campus, the event welcomed participants from both the university and a nearby government girls' school in Sadashivpet. In-house students, along with their peers from the local school, actively engaged in discussions that focused on the relevance of social justice in the legal realm. The day began with students expressing their views on social justice, followed by an awareness session titled "Social Justice in India," which provided valuable insights into the concept. Social justice, as discussed during the event, involves the fair distribution of resources, opportunities, and privileges, ensuring that systemic inequalities are addressed and all individuals have equal access to fundamental rights, regardless of their socio-economic background or identity.

A significant portion of the event was dedicated to gender equality, a key component of social justice. The discussions emphasized gender equality as a fundamental human right, deeply embedded in the Indian Constitution and critical to building a fair and just society. The event highlighted the importance of collective action from individuals, communities, and governments to combat gender-based discrimination.

### Event Highlights:

1. **Speech Competition:** Students from Woxsen University and nearby schools participated in a speech competition, presenting diverse perspectives on social justice, and fostering a vibrant exchange of ideas.
2. **Awareness Session:** Dr. Sreelatha, Dean of the School of Law, led an interactive session on social justice, encouraging students to engage in open discussions and explore the various dimensions of social justice in the Indian context.

The celebration underscored the importance of social justice in creating an equitable society, reinforcing Woxsen University's dedication to promoting legal awareness and social responsibility.

## 2.12 Women Empowerment and Safety

**Rise & Thrive: Women Leading Safely/ Safe She: Empowering Women, Securing Futures/ Empower her: Strength & Safety Unleashed**

**UN SDG: 5**

The "Women Empowerment and Safety" ERS activity, organized by the School of Sciences at Woxsen University on February 9th, 2024, was designed to empower women and girls by providing them with essential knowledge, skills, and resources to enhance their personal and professional lives. With 500 participants, including faculty members and students, the event aimed to inspire and raise awareness about women's safety, legal rights, and personal growth. The sessions, led by Mrs. Saritha IPS, SP of the Women Protection Cell, CID, AP, and Advocate Vallala Nagaraju, focused on legal perspectives surrounding women's safety, addressing sexual harassment, and promoting resilience and mental well-being. The resource persons conducted interactive sessions that encouraged open discussions, allowing participants to share concerns and gain insights into critical issues affecting women. These conversations emphasized the importance of women understanding their legal rights and the measures they can take to protect themselves in unsafe situations.

The active involvement of faculty members, students, and resource persons made the event a success. The initiative highlighted the significance of collaboration in fostering a safe and empowering environment for women. The program concluded with positive feedback, reinforcing the importance of continued efforts to raise awareness about women's safety and empowerment within educational and public spaces. Overall, the "Women Empowerment and Safety" event succeeded in its mission to educate and inspire women, providing them with the knowledge and confidence to address challenges and contribute to structural changes that promote gender equality and safety.



Mrs. KGV Saritha IPS  
SP Women Protection Cell, CID, AP



Advocate Vallala Nagaraju  
Member of the Indian Police Foundation & Institute IPI  
and Indian Society of Criminology ISC, Telangana





## 2.13 Generative AI for Digital Marketing

UN SGD: 4, 8, 9

Between the 12th and 19th of February 2024, the School of Science at Woxsen University organized a 5-day workshop titled "Generative AI for Digital Marketing" for undergraduate students. The goal was to provide knowledge and resources on generative AI and its applications in digital marketing, while also enhancing the professional skills of the participants. The workshop aimed to offer an inspiring and impactful experience. A total of 30 students participated, including 18 non-Woxsen students from Telangana Social Welfare Residential Degree College of Commerce for Women (TSWRDCCW), located in the Sangareddy district.

The event involved active participation from faculty members, laboratory instructors, and students from the School of Science, further enriching the learning experience. In addition, several professors who were integral to the program delivered lectures during the five-day event. These included Prof. Debdutta Choudhury, Associate Dean at Woxsen University; Dr. Daya Shankar, Dean of the School of Science; Dr. Beauty Pandey, Associate Professor at the School of Science; Dr. Ramakrishna Madaka, Assistant Professor at the School of Science; and Mr. T Charan Sanjeev, Startups Coordinator - Trade Tower, Woxsen University.

Throughout the workshop, topics related to both marketing and generative AI were explored in depth. The sessions offered crucial insights and practical takeaways for marketers, with workshops such as "Ways of Digital Marketing" and "Marketing Position." Attendees also gained a thorough understanding of how to apply generative AI in content creation, personalization, and data analytics, through presentations on topics like "Implementing Generative AI in Marketing Strategies" and "Smart Solutions: AI-enhanced Research Tools."

The event successfully fulfilled its purpose by exploring real-world case studies, inspiring participants to integrate generative AI into their marketing practices. The 5-day ERS activity on generative AI had a significant impact on digital marketing, with the success of the skill development workshop extending beyond the event itself. The collaborative efforts fostered a culture of learning and empowerment among participants, creating a transformative experience for all involved. The workshop also achieved its mission of equipping students with knowledge on digital marketing, generative AI technologies, sustainable marketing strategies, and smart tools for market research.

## 2.14 National Science Day Event-2024 "Vigyanshala" and-Satheesh Reddy Physics Lab Inauguration

UN SGD: 4, 9, 17



G. Satheesh Reddy is an Indian aerospace scientist who served as the chairman of DRDO from 2018 to 2022 and is the Scientific Adviser to the Defence Minister. Born in Mahimaluru, Andhra Pradesh, he earned his engineering degree from JNTU Anantapur and later completed his M.S. and Ph.D. at JNTU Hyderabad. Reddy began his career at the Defence Research and Development Laboratory (DRDL) and played a key role in developing advanced missile systems and India's successful Anti-Satellite (ASAT) missile test, Mission Shakti. He has received numerous accolades, including the AIAA Missile Systems Award and the Homi J. Bhabha Gold Medal.

The School of Science at Woxsen University organized a two-day event on February 27th and 28th to celebrate National Science Day and inaugurate the "Satheesh Reddy Physics Laboratory." The event was attended by 160 participants, including students from government and private schools, volunteers from the School of Science, and special guest Dr. G. Satheesh Reddy, Scientific Adviser to the Raksha Mantri, Ministry of Defence. The Vice President and Dean of the School of Science, along with other associated professors, were also present.

Dr. Satheesh Reddy, the honored guest, shared profound insights, emphasizing the critical importance of scientific research and innovation, which served as a source of inspiration for young minds embarking on their scientific journeys. The day was designed to provide participants with an inspiring and impactful experience. In line with the theme of National Science Day 2024, "Indigenous Technologies for Vikshit Bharat," the School of Science also organized a Project Expo. Aspiring young scientists from various government and private schools gathered at the university to showcase their talents and innovative technologies.

Prizes were awarded to standout prototypes, with recognition for the 1st and 2nd runners-up. Three consolation prizes were also distributed to encourage student efforts. Additionally, certificates of participation were awarded by P. Siddareddy, District Science Officer, and Anjaiah, Mandal Educational Officer, in recognition of the students' commendable contributions.

The event was a resounding success, highlighted by articulate student presentations that underscored a commitment to advancing indigenous technologies for a developed and sustainable India. National Science Day holds special significance as a platform for students from various schools to demonstrate their scientific expertise. The Expo showcased a fusion of innovation, scientific skill, and the pursuit of solutions for a technologically empowered nation.

## 2.15 Woxsen University Hosts Interactive Learning Session for Kamkole Government School Students

UN SGD: 4, 8, 9

On February 8th, Woxsen University welcomed students from Kamkole Government School for a special reading hour and interactive learning session. The initiative aimed to improve the students' speaking and communication skills, while fostering a love for reading and storytelling through engaging activities.

This enriching experience was aligned with the United Nations Sustainable Development Goal (SDG) 4: Quality Education, which promotes equitable access to education and lifelong learning opportunities. The interactive session, filled with stories and games, sparked enthusiasm among the young learners, making it a memorable and impactful event.

## 2.16 EmpowerIT: Bridging the IT Skills Gap for Underprivileged Children

UN SGD: 4, 10

EmpowerIT is an initiative designed to equip 20 underprivileged children with essential IT skills through a series of workshops, competitions, and mentorship programs. The project offers participants hands-on experience in key areas of technology, starting with an introduction to Database Management Systems (DBMS) and practical exercises using MySQL Workbench. The children were also introduced to web development, where they explored the structure of web applications and gained basic knowledge of frontend and backend software.

Throughout the program, participants honed their web design skills using HTML and CSS, learning to create their own web pages and manipulate design elements like menu bars and background images. They were also introduced to server concepts, working with Xampp Server and Apache to connect with PHP files. Additionally, the program covered Python programming, giving students a versatile foundation in coding and preparing them for future technological endeavors.

EmpowerIT aims to not only teach technical skills but also provide opportunities for personal and academic growth. By engaging underprivileged children in practical IT education, the program empowers them to pursue better opportunities and gain confidence in a highly competitive digital world.





## 2.17 Renovation work of Government Boys Hostel

**UN SGD: 3, 4, 9, 11**

Woxsen University's Transforming Rural Youth (TRY) initiative, under the Ethics, Responsibility, and Sustainability (ERS) program, successfully completed the "Transforming Lives at Kamkole Boys' Hostel" project. Conducted from January 5th to January 25th, 2024, the project aimed to improve the living conditions for hostel students by addressing key infrastructure challenges. The hostel, which had been in disrepair with issues like inadequate hot water, faulty plumbing, and deteriorating sanitation, received a comprehensive renovation.

Led by sudhan, with active participation from 9-10 students, the project included repairing water tanks, replacing plumbing fixtures, and repainting the hostel to create a cleaner, safer, and more comfortable environment. The initiative, aligned with the university's ERS vision, also involved close collaboration with hostel residents, university administrators, and maintenance staff to ensure the changes met the needs of the students. The result was a marked improvement in hygiene, comfort, and aesthetics, fostering a positive atmosphere for academic and personal growth. The project received positive feedback from the students, who appreciated the enhanced living conditions, reinforcing Woxsen University's commitment to societal impact through education and community engagement.



## 2.18 Project legacy

**UN SDG: 4,10**

Woxsen University has launched "Project Legacy," an initiative aimed at bridging the gap between university students and children from government schools. The project allows Woxsen students to serve as mentors, guiding young students in critical areas such as career decisions, stress management, time management, and communication skills. This mentorship program aims to provide personal and academic development opportunities for the mentees while encouraging university students to develop empathy and leadership skills.

The program involves Woxsen MBA students, who volunteer as mentors after receiving specialized training. Mentorship sessions were held covering essential life skills that support the mentees' personal growth and future career paths.

Project Legacy reflects Woxsen University's commitment to academic excellence and social responsibility by equipping young minds with valuable life skills. Through this initiative, Woxsen aims to make a lasting impact on the broader community, helping to shape future leaders and fostering a culture of mentorship and support.

## 3.1 Woxsen University Students Visit Waste Water Treatment Plant for Field Study

**UN SDG: 4, 10**

On March 20, 2024, a group of B.Com 4th semester students from Woxsen University, Kamkole, accompanied by Prof. Dr. Indira Das, visited the Waste Water Treatment Plant in Amberpet, Hyderabad. The field trip was organized to provide students with firsthand knowledge of the waste water treatment process, offering a deeper understanding of how water is purified for reuse or safe disposal.

# 03

During the visit, students gained insights into the various stages of waste water treatment, from preliminary screening and sedimentation to biological treatment and disinfection. The experience offered a comprehensive look at the intricate processes involved in water purification, highlighting the critical role of treatment plants in ensuring environmental sustainability.



## 3.2 Woxsen University BBA Students Explore CSR and Sustainability Practices

As part of the Corporate Social Responsibility (CSR) and Sustainability course for BBA 6th semester students at Woxsen University, a hands-on workshop was conducted to deepen their understanding of CSR activities, particularly in the context of multinational companies' policies before and after facing CSR conflicts or crises. The workshop aimed to elevate the students' comprehension of corporate sustainability practices while encouraging them to promote sustainability within their academic environment.

In keeping with sustainable practices, the students exclusively used recycled materials such as posters and papers that had been previously utilized by others. They created handmade posters instead of printing, demonstrating their commitment to reducing paper waste and electricity consumption. This initiative highlighted the students' conscious efforts to integrate recycling and conservation into their academic activities, reinforcing Woxsen University's dedication to fostering sustainable behavior among its students.



## 3.3 Woxsen University Organizes ERS Activity on Applications of Mathematics for School Students

UN SDG: 4, 9

On February 26, 2024, Woxsen University's School of Technology conducted an Ethics, Responsibility, and Sustainability (ERS) activity for students at Zilla Parishad School, Kamkole. The session, led by Prof. PGL Leach, Honorary Research Professor from Durban University of Technology, aimed to explore the "Applications of Mathematics" in real-world scenarios, emphasizing its importance across technological fields such as architectural design, weather monitoring, satellite navigation, and epidemic analysis.

The ERS activity was aligned with SDG Goals 4 and 9, promoting quality education and fostering innovation. Prof. Leach engaged with the students, encouraging them to view mathematics through an inquisitive lens, connecting theoretical concepts to practical uses. The session not only boosted the students' confidence but also highlighted how mathematical principles are integral to solving real-life problems, inspiring them to apply these concepts in creative and impactful ways.

### 3.3.1 Empowering Rural Resilience: The Evolution of Smart Villages

The School of Technology, in association with the Centre of Excellence for New Age Technologies, successfully conducted an event titled "The Evolution of Smart Villages" at ZPHS Venkatapur village. Led by coordinators Dr. P. Venkat Reddy, Dr. Bhargav Prajwal Pathri, Purushotham Muniganti, Kamil Reza Khondakar, Ph.D., and Dr. Sonal Jain, along with student coordinators Varenva Varma Penmetsa and Sowmya Saluru, the initiative aimed to promote sustainable development and innovation in rural communities.

The event featured interactive sessions, workshops, and community engagement activities focused on empowering rural areas through technology. Strategies were explored to enhance livelihoods, support rural resilience, and integrate modern technology into everyday rural life. This initiative emphasized Woxsen University's commitment to fostering

### 3.4. Workshop at Rescue Foundation – Unconventional and Nature Inspired Fashion

UN SDG: 4, 5, 10, 16

The School of Design at Woxsen University, under the organization of Prof. Sreeraghavi Mani, held a two-day workshop with survivors from the Rescue Foundation. The event took place on February 29th and March 1st, 2024, aiming not only to provide a comprehensive understanding of color theory but also to promote the inclusion of diverse perspectives in the learning process. Activities and discussions centered around the fundamentals of color were held, and on the second day, participants explored the natural surroundings of The Rescue Foundation Campus, collecting leaves, twigs, and papers. This exploration sparked a creative journey, where these found materials were transformed into unique and captivating fashion illustrations.

The workshop was highly interactive and sensory-rich, offering 40 participants the opportunity to not only acquire new artistic skills but also build confidence in their creative abilities. For individuals from vulnerable backgrounds, the workshop provided a safe and supportive space to explore their talents and express themselves freely.



### 3.5 Paper presentation at the International Conference on Indian Knowledge Systems for Achieving Sustainable Development Goals

UN SDG: 4, 9, 17

Professor Sreeraghavi Mani, from the School of Design, along with co-author Anindo Bhattacharjee, presented a research paper at the “11th International Conference on Indian Knowledge Systems for Achieving Sustainable Development Goals,” held on March 2nd and 3rd, 2024, at the School of Management Sciences in Varanasi. Their research focused on “Pedagogical Innovation through the Transformative Impact of Social Outreach Initiatives in Design and Responsible Management Education”. The conference received special commendation from the Prime Minister of India and among the 200 papers only two received the Best Research Paper Awards, Mani’s paper was one of them.

### 3.6 Enlightened Perspectives – Book Reading Session

UN SDG: 4, 5, 16



Hanae is an impact tech entrepreneur with 12+ years of experience in social impact and tech. She founded Douar Tech, empowering vulnerable youth, especially women, with digital skills. She also shaped startup ecosystems across Africa with Smart Africa and led Le Wagon coding school in Morocco. A public speaker and fellow of networks like Harambeans, Hanae holds multiple degrees from institutions like SciencesPo and HEC Paris, and received a 5-year French Government Scholarship for Excellence.

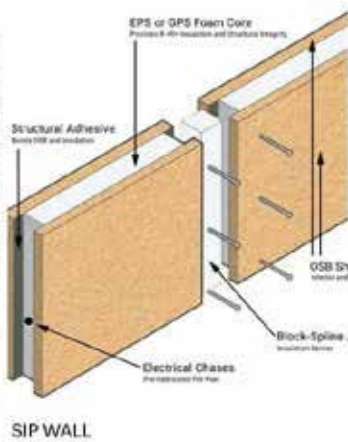
The School of Arts and Design at Woxsen University, in celebration of International Women’s Day on March 8, 2024, and in recognition of the achievements of women across various fields, organized a reading session with Ms. Hanae Bezaad, an internationally acclaimed author, social entrepreneur, and advocate for women’s rights. The event aimed not only to celebrate Ms. Bezaad’s book, *Being Other*, but also to raise awareness among the students of SOAD about the personal and professional challenges individuals face simply for “being other.”

*Being Other* is not only a testament to Ms. Bezaad's personal journey and lived experiences as a woman, Arab, Muslim, and African, but also an inspiring account of how one can transform challenges into opportunities and rise above adversity.





FILLER SLAB



SIP WALL



### 3.7 Designing the Logo for Indigenous Youth Story Telling Circles

UN SDG: 4, 10, 11, 17

An international student project has been launched in collaboration between Terralingua, a non-profit organization based in British Columbia, Canada, and the Visual Storytelling Centre of the School of Arts and Design (SOAD), Woxsen University. The project involves designing a logo for the Indigenous Youth Storytellers Circle (IYSC). Terralingua, which focuses on the preservation and promotion of biocultural diversity, initiated the Indigenous Youth Storytellers Circle as part of their international effort dating back to 2019, a year marked by the UN's International Year of Indigenous Languages. Since then, the initiative has brought together talented young authors, poets, artists, photographers, and filmmakers from all continents to share and publish their works through Terralingua. The organization is now seeking a logo to further establish its branding and marketing efforts.

To this end, SOAD's Visual Storytelling Centre has organized a logo design competition as part of its ERS (Educational and Research Services) activities. The competition is open to SOAD students, who will submit their creative interpretations



**LOGO MAKING COMPETITION**  
in collaboration with  
Visual Storytelling Center, Woxsen University



Design a logo for  
**INDIGENOUS YOUTH  
STORYTELLERS CIRCLE**

Scan QR code to know more



PDF submission should clearly present:  
Your idea  
Your idea behind choice of elements  
Your idea behind choice of colors  
Final logo with anatomy and measurements

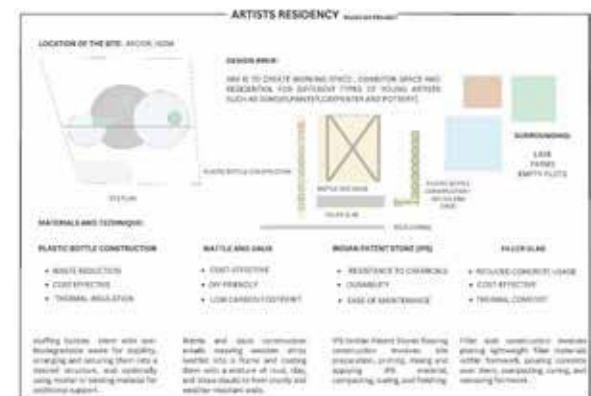
**Mail your submissions at**  
vsc@woxsen.edu.in

### 3.8 Redesigning for Sustainability: Exploring Alternative Materials and Construction Techniques

UN SDG: 9, 11

The architectural redesign project focuses on utilizing alternative materials and eco-friendly construction techniques, with an emphasis on cost-effectiveness and sustainability. The goal is to develop innovative solutions that minimize the project's ecological footprint while maintaining financial viability. Key considerations include material selection, energy efficiency, water management, and community engagement.

By adopting these sustainable practices, the project aims to become a model of environmentally responsible development, proving that sustainable design can be both economically viable and aesthetically appealing. This initiative underscores the importance of integrating sustainability into architecture for long-term environmental benefits.



### 3.9 Awareness Programme for School Children on Environment Sustainability and Biodiversity Conservation

UN SDG: 7, 13, 14 & 15

On March 7, 2024, the School of Liberal Arts and Humanities, in collaboration with ZIBS-Woxsen China-India Centre, Woxsen University, organized an ERS initiative aimed at raising awareness about environmental sustainability and biodiversity conservation. The program targeted 10th-grade students from Vivekananda High School, Sadasivpet, with 40 students visiting the Woxsen University campus. The event featured lectures by Dr. Naveen Kolloju and Dr. P.V. Satya Prasad, focusing on the importance of environmental preservation and biodiversity. Students gained insights into the necessity of conserving natural resources and the critical role biodiversity plays in ecosystem balance. Following the lecture, a quiz competition was held on the topic, further engaging the students and reinforcing the subject matter.

The program successfully instilled a sense of responsibility among the students towards environmental conservation. Appreciation certificates were awarded to the top three winners of the quiz competition, ensuring continued motivation and follow-up on environmental education. This initiative marks a significant step in fostering ecological consciousness among young learners.



### 3.10 Spotlight on Villages

UN SDG: 4

On March 19, 2024, select BA (Hons) Semester 2 students volunteered at a Government Primary School in Allapur Village, Sangareddy district, as part of an ERS initiative. This hands-on experience provided the university students with valuable practical teaching exposure, while honing their communication and leadership skills. The collaboration also allowed rural primary school children to access quality education and mentorship, which they might not otherwise receive. This initiative not only enriched the students' social responsibility but also had a significant impact on the rural educational landscape, fostering growth and empowerment for both students and the community.





### 3.11 Awareness Session for Girls on Muslim Personal Law related to marriage and divorce

UN SDG: 16, 17

On March 22nd, the School of Law at Woxsen University conducted an impactful awareness session as part of the ERS Initiative (SDG16), held at Government Degree College, Zaheerabad. The session focused on educating participants about women's rights and duties under personal laws, with a specific emphasis on rights preceding and following marriage.

The session covered key aspects of women's rights, including property entitlements and marital privileges, creating a platform for robust discussions on legal frameworks governing women's rights before and after marriage. Participants explored the importance of empowering women with comprehensive knowledge of their legal entitlements, such as personal autonomy and property ownership, which are crucial for their societal and familial standing.

Post-marriage rights were also discussed, including inheritance, spousal support, and decision-making autonomy within the marital union. The discussions provided attendees with a clearer understanding of legal provisions and the complexities involved in advocating for women's rights, particularly within marriage.

Led by Prof. Ummul Waraah, the session highlighted Muslim personal laws on marriage and divorce, encouraging open dialogue about law-based challenges. The engaging format of the session allowed participants to delve deeply into these issues, fostering a greater understanding of women's rights and promoting gender equality through continued advocacy and legal education.

### 3.12 Bal-Vikash (Teaching Activity for School Students)

UN SDG: 4

The "Bal-Vikash" ERS activity, organized by the School of Sciences at Woxsen University in collaboration with Aikya Vidya, took place on March 21, 2024. This initiative aimed to enhance educational access and foster personal growth among students from Saraswati Sishu Mandir. The event saw active participation from 150 students from 6th to 9th standards, with Woxsen University students playing a key role in delivering the program.

The day began with a tour of the school, followed by an engaging teaching session where students from Woxsen University taught English language basics. The interactive session included practice exercises, addressing student doubts, and promoting active learning. Both groups found the experience beneficial, with the school students expressing joy and satisfaction with the activity.

The event concluded with a certificate distribution ceremony, recognizing the contributions of the volunteers. Faculty members and students from Woxsen University actively participated, contributing to the success of the initiative. "Bal-Vikash" not only promoted quality education but also fostered leadership, cultural sensitivity, and inclusivity among participants. This collaboration empowered students, providing them with a supportive environment and enhancing their personal development. Through this enriching experience, Woxsen University helped shape future generations and contributed to a more inclusive and knowledgeable society.



## 3.13 Elevate 3.0: Empowering Future Generations through Education and Creativity

In an inspiring effort to uplift the local communities around Woxsen University, the ERS Wing and Wellness Centre successfully organized Elevate 3.0, a five-week development accelerator program that ran from March 23. The initiative sought to empower the children of blue-collar staff and students from surrounding villages such as Ligampally, Kamkole, Budhera, Muqdumpalle, Digwal, and Melasangam. Under the leadership of Mr. Sudhan Guru and Ms. Dharshini Peddapalli, the program created a space for learning, growth, and fun for 500 children, aged 7 to 17, through interactive and creative lessons.

Spanning five weeks, Elevate 3.0 provided a comprehensive learning experience, covering essential life skills and practical knowledge. The subjects ranged from life and business skills to English language development, art, dance, and even lessons in science and creativity. The program was anchored in alignment with the UN Sustainable Development Goals (SDGs), specifically addressing Goals 3 (Good Health and Well-Being), 4 (Quality Education), 5 (Gender Equality), and 10 (Reduced Inequalities).

### A Holistic Approach to Learning and Growth

The program's structure offered a blend of academic learning and extra-curricular activities, ensuring that students were both educated and engaged. The curriculum included practical lessons in subjects such as:

#### Life/Business Skills:

The children gained confidence in communication and financial literacy through interview skills, understanding the history and concept of money, and learning about markets. Activities like the Mini Marketplace gave them hands-on experience in economic principles, making learning fun and applicable to real-world scenarios.

#### English Language Development:

With a focus on foundational language skills, students made significant progress in grammar, paragraph writing, and public speaking. Sessions like Future Talk enhanced their ability to present themselves confidently. Engaging storytelling sessions helped them find joy in language learning while improving their communication abilities.

#### Art and Creativity:

Art classes were a highlight for the children, where they explored their creativity through finger painting, origami, and creating models from everyday objects. These sessions improved their fine motor skills and taught them how to see beauty and possibility in the simplest materials.

#### How Things Work:

In this subject, children were introduced to the basics of science, including chemistry, physics, and astronomy. These sessions sparked curiosity about how the world functions, allowing them to explore and understand complex ideas in simple, engaging ways.

The children also had access to dance and singing classes, where they learned to express themselves creatively. General knowledge sessions enriched their understanding of the world, while mental health and well-being lessons emphasized the importance of self-care and emotional awareness.



## Impact and Success of Elevate 3.0 Building a Stronger Community

**T**he impact of Elevate 3.0 was evident in the children's growth—both in terms of knowledge and confidence. The blend of academic rigor with hands-on activities made learning enjoyable and practical. This year's program saw children develop communication skills, enhance their creativity, and gain critical insights into various subjects.

At the end of the five weeks, the children proudly showcased their talents in an exciting closing ceremony, where games, performances, and a celebration of their hard work took center stage.

The success of Elevate 3.0 goes beyond academic achievements—it also forged stronger community ties. The program brought together children from different villages, creating a shared space for learning, creativity, and mutual respect. Through the initiative, Woxsen University reinforced its commitment to serving the community, fostering a love for learning, and creating opportunities for future generations.

As Elevate 3.0 concluded, gratitude was extended to the initiative's leaders, instructors, and the schools and families who participated. Their collective support was instrumental in making this program a resounding success.

## Looking Ahead

Now in its third year, Elevate 3.0 continues to leave a lasting impact on hundreds of children. The program has become a beacon of hope and learning, where education meets empowerment. The lessons, friendships, and experiences shared will resonate long after the program has ended. As Woxsen University looks toward the future, there is a strong hope that Elevate 3.0 will continue to grow, expanding its reach and deepening its impact on the community for years to come.





## Other ERS Activities Q1-2024

### "Architectural Students Explore Sustainable Building Practices at NIRD&PR's Rural Technology Park"

On January 9th, 2024, 6th-semester students from Woxsen University's School of Architecture and Planning visited the Rural Technology Park at the National Institute of Rural Development and Panchayat Raj (NIRD&PR). The visit was part of their coursework in subjects like Environment Responsive Design, Acoustic & Illumination, and Low-Cost Building Techniques. During the visit, students observed and documented various house styles from across India, focusing on the incorporation of Laurie Baker's sustainable building techniques.

The visit included an interactive session with Mr. MD Khan, Senior Consultant at NIRD&PR, who inspired the students to explore entrepreneurship in the building sector. His insights encouraged them to consider sustainable living practices and innovations in rural development as future architects.

## SOS Participation

### Space Solar Powering Tomorrow

The objective of this project is to harness abundant solar energy from space to provide sustainable energy solutions for Earth. By capturing, converting, and transmitting power from space-based platforms, the project seeks to tap into a reliable and renewable energy source, overcoming the limitations of terrestrial solar energy and contributing to a more sustainable energy future.

### Soil Moisture Indicator

The objective of this project is to accurately measure the water content in the soil. This data is essential for enhancing agricultural practices and for environmental monitoring, providing valuable insights that can lead to more efficient water use and better management of natural resources.

## Delibot: Elevate Your Aerial Adventures on a Budget

The primary objective of the Delibot project is to develop a low-cost Unmanned Aerial Vehicle (UAV) that offers high value for various applications. The drone's design and purpose can be adapted for tasks such as precision agriculture, scientific research, infrastructure inspection, and search and rescue operations. By providing an affordable option for aerial technology, Delibot aims to make advanced drone capabilities accessible for a range of practical uses.

## ReBattery- Transforming Waste into Hydrogen Energy:

The primary objective of the ReBattery project is to extract hydrogen energy from old batteries, aiming to create a sustainable energy source. This initiative focuses on reducing waste and promoting environmental awareness by repurposing used batteries, thus contributing to a more eco-friendly and efficient energy solution.

## Woxsen University Partners with Hare Krishna Movement Hyderabad to Support Tribal and Rural Communities

In a significant step towards improving the welfare of tribal, rural, and underprivileged communities across India, Woxsen University has entered into a Memorandum of Understanding (MoU) with the Hare Krishna Movement Hyderabad's Aikya Vidya. This collaboration marks a promising development in the effort to bring about positive change in these underserved populations.

The MoU was signed by Dr. Raul Villamarin Rodriguez, Vice President of Woxsen University, and the President of Hare Krishna Movement Hyderabad, along with the Regional President of the Akshaya Patra Foundation. This partnership aims to implement a range of social programs focused on education, healthcare, environmental conservation, empowerment, and skill development.

As part of this initiative, Woxsen University and Aikya Vidya have selected two tribal-dominated areas for their pilot programs: Ahobilam village in Nandyal district, Andhra Pradesh, and Bhadrachalam in Telangana. These areas were chosen due to their significant need for support and their potential for positive impact through the planned interventions.

Through this collaboration, Woxsen University and Aikya Vidya hope to foster sustainable development and bring lasting improvements to the lives of people in these communities. The partnership underscores a shared commitment to addressing critical issues faced by rural and tribal populations and working towards a more equitable future.



## Solar Flex Tech: Charging on-the-Go with flexible panels

The major objective of the Solar Flex Tech project is to explore and demonstrate the application of flexible solar panels for efficient and eco-friendly mobile charging. This project aims to enhance the convenience and sustainability of charging solutions by leveraging the adaptability and portability of flexible solar technology.



## Workshop on Montreal Protocol and Paris Convention: Addressing Environmental Issues and SDGs

On January 10, 2024, Dr. A. Sreelatha and Prof. Ummul Waraah coordinated a workshop focused on the Montreal Protocol and the Paris Convention, with an emphasis on their impact on environmental issues and Sustainable Development Goals (SDGs). The Montreal Protocol on Substances that Deplete the Ozone Layer is a landmark multilateral environmental agreement designed to regulate the production and consumption of nearly 100 man-made chemicals known as ozone-depleting substances (ODS). These chemicals, when released into the atmosphere, damage the stratospheric ozone layer, which serves as Earth's protective shield against harmful levels of ultraviolet radiation from the sun. Adopted on September 16, 1987, the Protocol remains one of the few treaties to achieve universal ratification, underscoring its global significance.

The workshop provided participants with an in-depth understanding of the Montreal Protocol's achievements and its role in protecting the ozone layer. It also explored the Paris Convention's framework for addressing climate change and its alignment with the SDGs. By highlighting the intersection of these agreements with global environmental goals, the workshop aimed to enhance awareness and promote continued commitment to international environmental standards and sustainable practices.

# Recap of ERS Activities Q1-2023



## Painting work for ZP High School in Budhera

**UN SDG: 4, 11, 17**

In February 2023, Woxsen University's Department of Architecture launched a collaborative community initiative at ZP High School in Budhera. The painting activity involved students, faculty members, and volunteers from Woxsen University, with the goal of enhancing the school's visual appeal while fostering community engagement. This initiative had a positive impact by improving the overall aesthetics of ZP High School and introducing culturally relevant art on its walls. The project also emphasized the importance of community involvement, instilling a sense of pride among both university students and local residents. Through this initiative, students from the Department of Architecture had the opportunity to engage with real-world projects.



## Gifting of portable projector to Kamkole school

**UN SDG: 4, 10, 17**

In its commitment to promoting quality education and empowering schools in underserved areas, in February 2023, Woxsen University initiated a project to enhance teaching and learning by donating three portable projectors to ZP High School in Kamkole Village, Munipally Block, Medak District. This initiative addressed the pressing educational needs of the rural school, which had faced challenges in adopting modern teaching techniques due to a lack of audiovisual aids.

The project proved to be a success, enabling more effective delivery of lessons through the integration of audiovisual tools into teaching methodologies. This allowed the school faculty to explain complex concepts more clearly, making lessons more comprehensible and engaging while promoting interactive learning. As a result, communication between teachers and students improved significantly.







## Republic day celebration and Alcohol & drug DE addiction campaign at Pedda Gopalaran

**UN SDG: 3, 4, 5, 11**

On Republic Day, January 26th, 2023, the Transforming Rural Youth (TRY) team from Woxsen University organized an alcohol and drug de-addiction campaign in the village of Pedda Gopalaran, Munepalli Mandal, aimed at raising awareness about the issues of alcohol addiction among the rural youth. Recognizing addiction as a major challenge faced by rural individuals as young as 16, the TRY team decided to perform a Nukkad Natak (street play) at the local government secondary high school. The play highlighted the personal and familial consequences of alcohol and drug addiction.

The event also featured a day of cultural programs, including the TRY team's participation in a flag-hoisting ceremony throughout the village. A total of 20 students from Woxsen University's Schools of Technology, Design, and Business were involved in the event. Dr. Bhairab Chandra Patra and Anubha Jain were present as guests of honor.

## Awareness Session in Govt Degree College, Zaheerabad

**UN SDG: 4, 5, 8, 10**

With the aim of identifying innovators and aspiring entrepreneurs among rural college students, the Transforming Rural Youth (TRY) entrepreneurship project conducted a field visit to Government Degree College, Zaheerabad, in February 2023. Members from Woxsen University assisted the college in understanding entrepreneurship by providing an awareness session for students, encouraging those with the best ideas to develop an entrepreneurial mindset. In addition to promoting innovation, the initiative encouraged both male and female students to express their thoughts on entrepreneurship and share their career aspirations.

Since the college offers instruction in Telugu, Hindi, and English, the team made efforts to communicate with the students in all three languages to ensure a clear understanding of the TRY programme. The session was designed to foster inclusivity, supporting gender equality and ensuring that students from all backgrounds were involved.

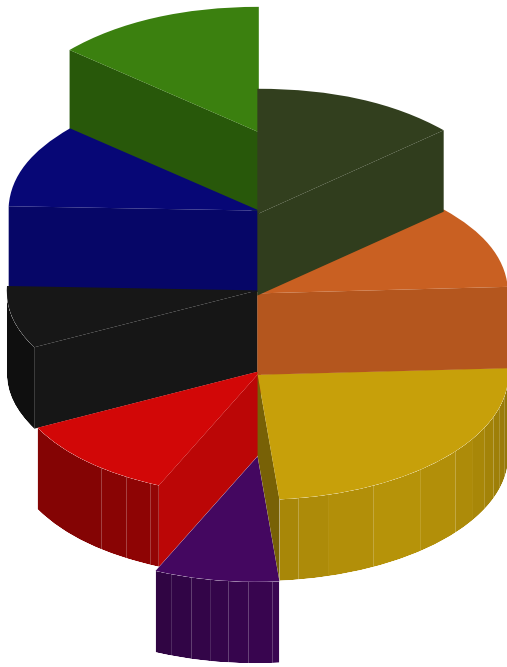


## Jean-Luc Boulnois Rural Entrepreneurship Competition

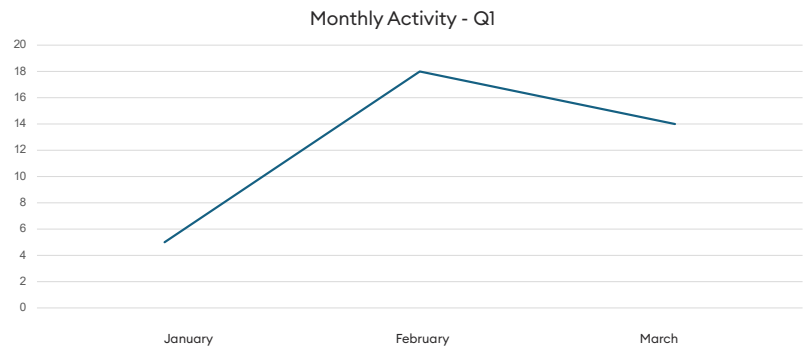
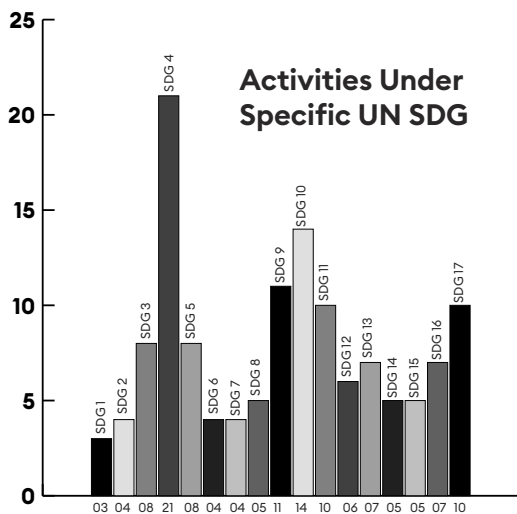
**UN SDG: 4, 8, 110**

The Transforming Rural Youth (TRY) initiative on Rural Entrepreneurship conducted the "Jean Luc Bounois Rural Entrepreneurship Competition" on February 16, 2023. Students from local government colleges, including TSWR Degree College, Budhera, and Government Degree College, Zaheerabad, had the opportunity to visit Woxsen University and present their business ideas. The competition featured 6 teams of 3 members each, along with 8 individual presentations. To prepare for the event, the TRY team visited these colleges to explain the process of developing a business plan. The students successfully presented innovative solutions to common societal problems. This achievement highlighted the competition's reach, as it encouraged participation from students, even those from non-business backgrounds, inspiring them to think creatively.

The winners received cash prizes, and all participants had the privilege of being judged by distinguished Woxsen professors: Prof. Sreelatha Annamaneni, Prof. Dr. Subhendu Patnaik, and Prof. Shreya Mukherjee. These experts, specializing in rural development and entrepreneurship, also shared their insights at the end of the session.



| School                              | No. Activities |
|-------------------------------------|----------------|
| School of Business                  | 05             |
| School of Technology                | 04             |
| School of Arts & Design             | 09             |
| School of Architecture & Planning   | 03             |
| School of Liberal Arts & Humanities | 04             |
| School of Law                       | 03             |
| School of Sciences                  | 04             |
| ERS Wing                            | 05             |
| <b>Total</b>                        | <b>37</b>      |



In the Quarter of 2024

**37** **2542**  
ERS Projects Total Engagement



# 17 PARTNERSHIP FOR THE GOALS

## SUSTAINABLE DEVELOPMENT GOALS



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# Woxsen- Ethics, Responsibility & Sustainability

Quarterly ERS Activity  
Report Edition - 2

#2 Apl-Jun 2024

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## 1.1 Street Cause Woxsen and Finance Studio: Spreading Joy and Necessities at Kamkole Hostel

### UN SDG: 1, 3 & 4

On April 21, 2024, Street Cause Woxsen and Finance Studio led a heartwarming initiative to support the Kamkole Government Hostel, located near Woxsen University. This effort focused on distributing essential items to the hostel residents, including clothes, stationery, chocolates, sports equipment, and shoes.

The MBA batch of 2022-2024, alongside the support from Dr. Prasad Padmanabhan's Finance Studio and Dr. Bjorn Espen Eckbo FinWiz Woxsen, actively participated, ensuring the initiative's success. Through collective action, the event highlighted the university's commitment to giving back to the community and made a meaningful impact on the lives of the hostel boys.

Street Cause Woxsen's initiative exemplified the spirit of empathy and compassion, underlining the importance of outreach and support in building strong community relationships. The event's success reinforces the power of teamwork in positively affecting those in need.



## 1.2 Vote for the Future: How Woxsen University Engaged Communities to Stand Out Together

### UN SDG: 16 & 17

"Vote for Future, Stand Out Together with your VOTE (SOT-VOTE)" was an impactful awareness program conducted by Woxsen University to encourage voting. The initiative spanned both off-campus and on-campus activities from May 1st to May 8th, 2024. It included door-to-door campaigns in Moqdumpally village, outreach to teaching and non-teaching staff, and creative events like a singing event and a flash mob at the Oval. The efforts aimed at motivating the general public and first-time voters to exercise their voting rights. With enthusiastic participation, the campaign succeeded in raising awareness, particularly among first-time voters and staff. The program's central message, "Stand Out Together with your VOTE," resonated deeply, inspiring many to cast their votes for a better future.



## 1.3 Mangrove Breakthrough: Global Experts Unite for Conservation and Carbon Solutions

### UN SDG: 13 & 17

An international webinar titled "Mangrove Breakthrough" was held on April 9, 2024, to explore critical issues surrounding mangrove conservation, the role of the Global Mangrove Alliance (GMA), and the emerging carbon markets. The event featured insightful presentations by three distinguished speakers. Dr. Kathiresan Kandasamy, an Honorary Professor at Annamalai University, highlighted the current state of mangroves in India, emphasizing the need for immediate conservation and restoration efforts. Dr. Jennifer Howard from Conservation International, USA, introduced the Global Mangrove Alliance and its Mangrove Breakthrough initiative. Chinmaya Thonse, Director of Asia at Goodcarbon, Germany, shared insights on India's carbon-financed project, spotlighting "The Great Green Wall of Gujarat."

The event, a collaborative effort between Conservation International and Goodcarbon, was coordinated by Prof. Kanna K. Siripurapu, Assistant Dean of ERS at Woxsen University. Participants from various countries, including India, Bangladesh, Germany, Sri Lanka, and the USA, joined the webinar. The discussions aimed to foster international collaborations and facilitate the distribution of funds from the Global Mangrove Fund and goodcarbon for mangrove conservation. This initiative aims to improve coastal livelihoods and enhance coastal resilience to climate change.

**Dr. K. Kathiresan**, M.Sc., Ph.D., D.Sc., is a honorary professor in Annamalai University, formerly Dean and Director, in Faculty of Marine Sciences in Annamalai University.

Dr. K. Kathiresan is a world-class scientist in the mangrove environment, placed among top 2% scientists in the world, and is ranked first in India for marine biology and hydrobiology, as assessed by Stanford University, USA.



**Mr. Chinmaya Thonse** is currently serving as the Regional Director and Team Lead for SEA and India at Good Carbon in Frankfurt, Germany. Dr. Thonse is an experienced professional with a strong background in business development and international partnerships, primarily in the sustainability and technology sectors. His prior experience includes managing international partnerships at Insiders Technologies GmbH, where he played a key role in market expansion across Germany from 2019 to 2022. Dr. Thonse brings a rich blend of strategic insight and leadership to his sustainability and global market development work.



**Dr. Jennifer Howard** is the Vice President of Blue Carbon at Conservation International, USA. Her work focuses on implementing scalable mechanisms to conserve coastal and marine ecosystems to protect threatened coastal communities, combat climate change and conserve coastal biodiversity.

She helped to found the Mangrove Global Alliance and represents CI on its steering committee to halt loss, double protection, restoring half of mangrove ecosystems globally through meaningful collaborations across sectors and disciplines.



## 1.4 Sustainable Living – is it really sustainable?

### UN SDG: All 17

The student research project on Sustainable Living (SL) highlights the gap between the growing trend of sustainability online and its real-world application. Recognizing that many products are falsely marketed as "sustainable" through greenwashing, the study seeks to redefine what sustainability truly means. It explores critical questions, such as why society equates sustainability with being "green" and whether living sustainably is genuinely the best path forward. The project aims to discover a lifestyle that addresses pressing global issues like climate change and biodiversity loss, beyond mere labels. The follow-up plan includes redefining sustainable living to create more practical solutions for today's challenges.

## 1.5 Extreme Weather, Mental Health, and Coping Strategies: Learning from Vulnerable Geographies in India

### UN SDG: 3, 13

The proposed study aims to explore the relationship between climate change and mental health in India, particularly focusing on resource-dependent communities in vulnerable geographies such as coastal, mountainous, and arid plains. The study will examine how extreme weather events, induced by climate change, affect the mental health of these communities, considering the spillover effects on lives and livelihoods. By exploring local response mechanisms and traditional healing practices, the study seeks to understand how these communities cope with mental health challenges. Additionally, the research will investigate the potential of systems thinking, design psychology, and inclusive therapeutic spaces in addressing mental health concerns. The outcomes of the study could lead to the creation of supportive systems, resettlement blueprints, and training manuals for healthcare professionals. The findings will also contribute to developing a digital mental health map and producing documentaries to raise awareness, conserve traditional knowledge, and promote further research.



## 1.6 Design Vanguard 2024



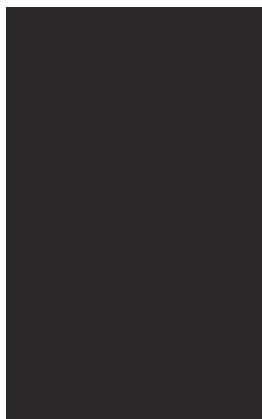
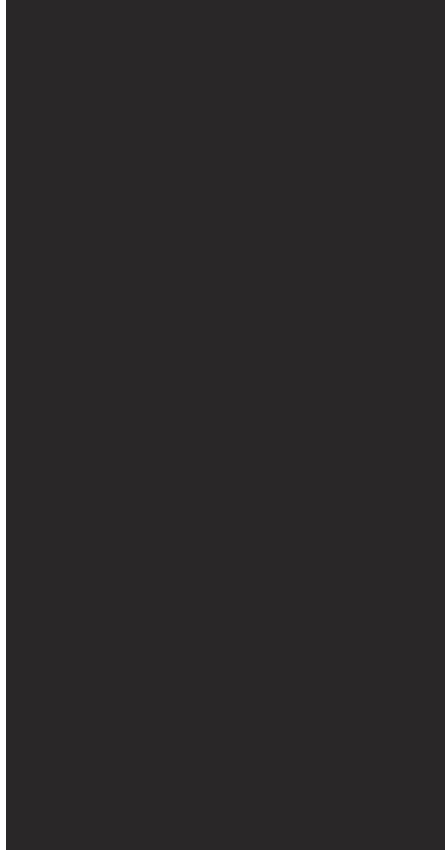
**Adivi Sesh, Actor**  
Writer and Director

### UN SDG: All 17

The School of Arts and Design (SOAD) at Woxsen University is launching \*Design Vanguard 2024\*, an annual event showcasing the exceptional talents of its students. The event is a collaborative effort between faculty, students, alumni, and industry partners, highlighting 20 innovative design projects from the four SOAD departments: Industrial Design, Interior Design, Communication Design, and Fashion Design. These projects tackle pressing social issues, such as Climate Change, MedTech, Disaster Management, and Inclusive Design, reflecting the university's commitment to addressing global challenges through design innovation.

The goal of \*Design Vanguard 2024\* is to provide a platform for graduating students to display their work to industry professionals, potential employers, academia, and the wider community, while fostering networking opportunities.



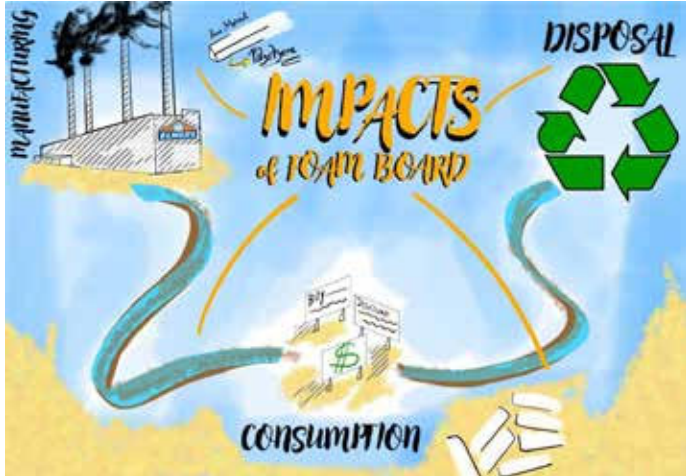




## 1.7 J.Qork – a Premium and Sustainable Lifestyle Brand

### UN SDG: 9 & 12

J.Qork, a sustainable lifestyle brand, emerged from a capstone project at Woxsen University's School of Arts and Design. Guided by Prof. Munwar Khan and supported by Prof. Mrudul Chilmulwar, this initiative exemplifies how academic learning can evolve into entrepreneurial ventures. J.Qork celebrates the natural elegance of cork, sourced ethically from Portugal and handcrafted in India, emphasizing eco-conscious, cruelty-free, and ethically produced products. Officially launching at \*Design Vanguard 2024\* on April 27, 2024, the brand showcases student creativity and innovation. Additionally, J.Qork is in talks with TITAN to design cork watch straps and explore sustainable materials for the automobile industry.



## 1.8 Placing Sustainability at the Forefront: A Course in Design and Development

### UN SDG: All 17

The objective of this course is to help students critically engage with environmental transformations and issues arising from design practices and technological innovations. The course encourages students to reflect on the growing need to consider ecological impacts in innovation by examining the environmental costs associated with development, particularly for marginalized communities. Students will explore how design processes interact with and affect the environment, aiming to place sustainability at the forefront of developmental discussions.

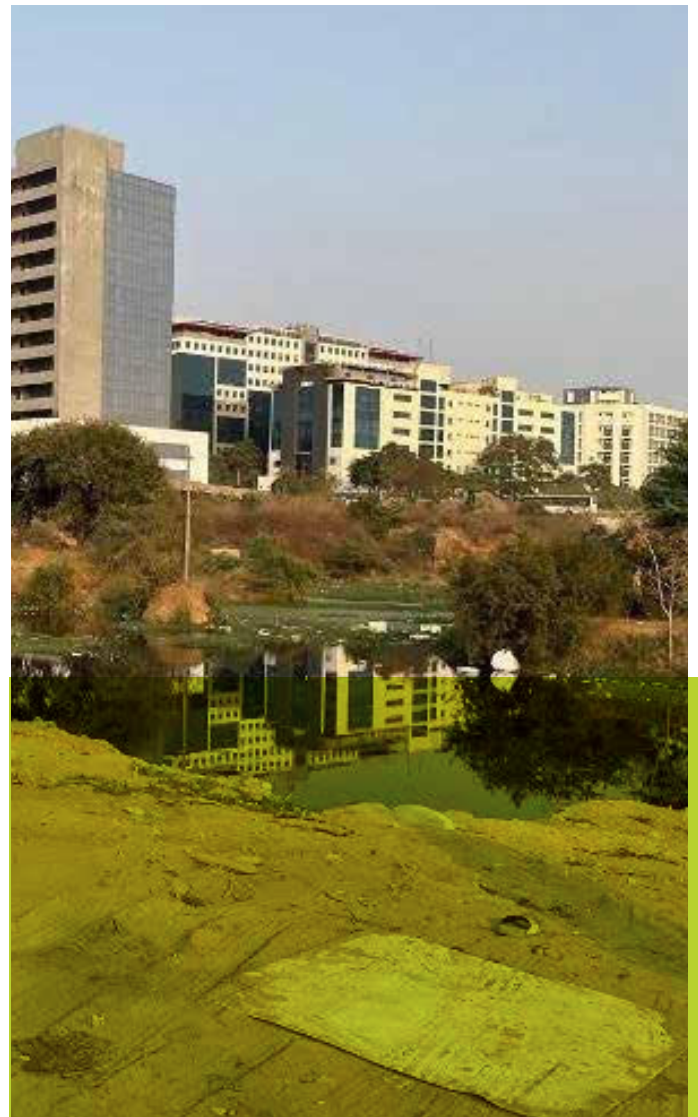
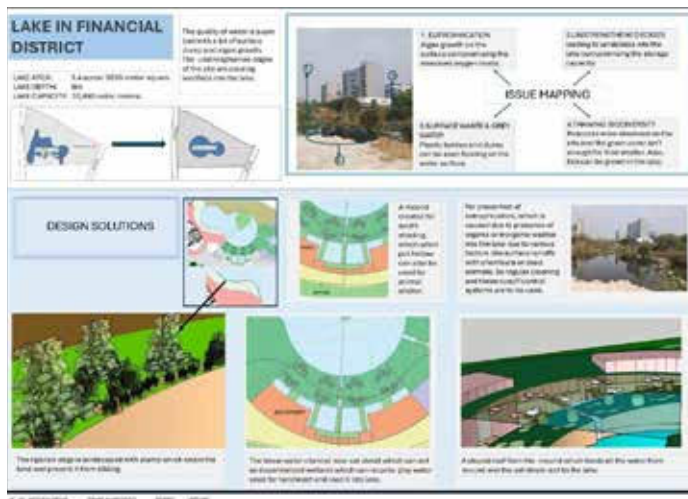
As a follow-up, students will apply their understanding of sustainable practices in future projects, adopting eco-conscious lifestyles and contributing to sustainable resource use in both personal and professional spheres.

## 1.9 Addressing Urban Challenges: Students Design for Sustainable Lakes

### UN SDG: 4, 6, 11, 13 & 14

In response to the growing environmental concerns surrounding Hyderabad's water bodies, a lake restoration project was launched, encouraging students to design proposals for reviving these ecosystems. The project aims to restore the lakes' health while fostering environmental responsibility in the younger generation.

Hyderabad faces several challenges like water pollution and encroachment, which endanger biodiversity and public health. This project aims to address these issues by designing an innovative, sustainable designs for lake rejuvenation and creating eco-friendly solutions. It also seeks to raise awareness among students about environmental conservation and the need to preserve natural resources.



## 1.10 UDAAN: Empowering Muslim Women through Education and Advocacy

**UN SDG: 5, 10, 16 & 17**

On April 24th, 2024, the School of Law at Woxsen University conducted an insightful awareness session as part of the ERS Initiative (SDG16). Students from the Government Degree College, Zaheerabad, were invited to learn about the status of women under Muslim personal laws related to marriage and divorce. The session aimed to deepen understanding of the legal framework that governs Muslim women's rights and duties and to spark a discussion on contemporary issues affecting women today.

Key points included the importance of gender equality, justice, and women's rights in shaping the laws surrounding marriage and divorce. Empowering women through personal laws that emphasize consent, financial independence, and decision-making authority -

was highlighted as essential to advancing gender equality. The session, led by Prof. Nehal Ahmad and moderated by Ms. Ummul Waraah, encouraged interactive discussions and fostered a comprehensive understanding of the complexities surrounding Muslim personal laws and women's status.

The event's success was attributed to active participation and a rich exchange of perspectives, which led to a more nuanced understanding of the challenges and opportunities in advocating for women's rights. The session exemplified Woxsen University's commitment to fostering legal literacy and gender equality.



## 1.11 Swasthya Mela (Medical Camp): Empower her Wellness

**UN SDG: 3, 5, 10 & 17**

The "Swasthya Mela," organized by the School of Sciences in collaboration with Olive Hospital on April 30, 2024, focused on improving the well-being of Woxsen University's Group D employees. The event provided medical assistance and promoted health awareness through comprehensive health assessments and tests. Key medical services included blood pressure monitoring, blood sugar tests, and electrocardiograms (ECG), conducted by Olive Hospital professionals. The screenings aimed to identify potential health issues such as hypertension, diabetes, and heart irregularities, while also addressing symptoms like chest pain and fatigue. The success of Swasthya Mela highlighted the university's commitment to health awareness, empowering employees to take proactive steps toward healthier lifestyles and fostering a culture of wellness within the community.



## 1.12 Woxsen University Empowers Underprivileged Female Students with Free IT Course

**UN SDG: 4, 5 & 10**

Woxsen University is thrilled to announce the successful completion of a free certification course for 20 underprivileged female students, part of our ERS Initiative. Guided by the expertise of Prof. Sudeshna Sani, this program aims to provide equal opportunities for rural girls in the rapidly evolving IT sector.

Over the course of six months, participants learned essential skills in Web Technology, front-end development using HTML, CSS, and JavaScript, as well as back-end development with PHP and MySQL. Beyond technical knowledge, the course emphasized job readiness, equipping students with vital skills such as resume crafting, effective use of LinkedIn, life skills education, and mock interview practice.

EmpowerIT represents more than just a project; it is a transformative journey of empowerment, knowledge, and skill-building. We are immensely proud to contribute to the future success of these talented young minds, paving the way for their careers in technology. This initiative underscores Woxsen University's commitment to fostering inclusivity and providing opportunities for all, reinforcing our belief that every individual deserves a chance to thrive in today's competitive landscape.



## 2.1 Beyond Donations: Students Build Bonds with Orphanage Children

UN SDG: 1, 2, 3 & 10

Through generous donations, the students purchased essential items and fun gifts for the children at the orphanage. Their visit began at 4 pm and was filled with games and conversations, quickly forming a connection with the children. Their smiles and laughter lit up the room. The students also met elderly residents, abandoned by their families, whose heartbreaking stories were both sobering and inspiring. Cakes were distributed, and quality time was spent with everyone, leaving the students deeply moved. The experience highlighted how small gestures can bring immense joy. Committed to this newfound bond, the students promised to return monthly to continue supporting their new friends through play, reading, or simply listening.



## 2.2 Empowering Staff: CPR Training Workshop at Woxsen University

UN SDG: 3

On May 3, 2024, a CPR training workshop, organized by the School of Technology, took place at the Moot Court, Woxsen University Campus, Telangana. The workshop aimed to train 70 Woxsen staff members on performing CPR and rescue breathing, crucial in emergencies like cardiac arrest and electrocution.

Dr. Sivranjani Santosh led the session, providing a comprehensive overview of recognizing cardiac arrest and the importance of timely intervention. Participants engaged in practical demonstrations, using dummies to practice proper chest compressions and rescue breathing techniques, gaining hands-on experience.

The workshop was a resounding success, leaving participants with increased competence and confidence in handling medical emergencies. By equipping staff with life-saving skills, the session significantly strengthened campus preparedness and ensured a safer environment at Woxsen University.

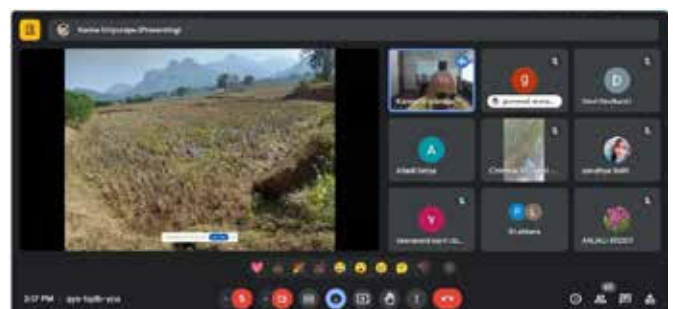


## 2.3 All is WELL and Woxsen University Host 10-Day Webinar on Environmental Education

UN SDG: 4, 10 & 17

All is WELL, a non-profit organization from Kakinada, Andhra Pradesh, collaborated with the Centre for Learning Design, School of Arts and Design, Woxsen University, Telangana, to organize a 10-day webinar series on "Environmental Education and Action" from May 6-16, 2024. This event was part of an internship program offered to 60 undergraduate students from Anaavaram Satyavathi Devi (ASD) Government Degree College for Women, Kakinada, to sensitize students to global environmental challenges and encourage innovative solutions.

Eminent speakers like Prof. Haritha Ponnappalli (Woxsen University), Dr. M. Sarveswara Rao (Bluedrop Enviro Pvt. Ltd.), Dr. G. Sailu (Forest-PLUS 3.0, USAID), and Prof. Kanna K. Siripurapu (Woxsen University) shared valuable insights. The program aimed to help students develop a deeper understanding of sustainable development and the responsible use of natural resources.







## 2.4 Divers Earth and Woxsen University Collaborate on "Sacred Species Retreat" in Kalimpong

### UN SDG: 15

Divers Earth, an NGO based out of Geneva, Switzerland, partnered with the School of Arts and Design to organize the "Sacred Species Retreat" from May 15-17, 2024, at Buddha Pada, Kalimpong, West Bengal. This participatory research retreat brought together tribal and indigenous communities, scholars, practitioners, and the international community to reflect on the significance of sacred species and the role these communities play in their conservation. Discussions also focused on existing compensation mechanisms for local communities engaged in this vital conservation work.

Participants from diverse regions, including Siberia, Switzerland, Tibet, Nepal, and various parts of India, joined the retreat to explore compassionate relationships with sacred species and spaces. The outcome of this retreat is expected to shape a global initiative aimed at supporting those who foster such relationships, contributing to conservation and promoting peace.

## 2.6 Reviving the Desi Wool based economy in different regions of India.

### UN SDG: 12 & 15

India, home to 74 million sheep and diverse indigenous wool, faces a decline in wool procurement from shepherds due to increasing reliance on imported wool. The Centre for Pastoralism (CfP), a New Delhi-based NGO, launched the Desi Oon initiative to rebuild the indigenous wool economy and address the issue of wool adulteration with acrylic, which has diminished the value of pure wool. By using technology to trace the wool's origin, the initiative aims to restore consumer trust and revive the desi wool market.

Ms. Jinoodhaya S.S., a Semester VIII Industrial Design student at Woxsen University, is interning with CfP and working on this initiative as part of her Graduation Project, under the mentorship of Prof. Santosh Kocherlakota. The project aims to ensure authenticity in the wool value chain across different regions of India.

## 2.5 Terralingua and Woxsen University Collaborate on Indigenous Youth Storytellers Circle Logo Design

### UN SDG: 4 & 7

Terralingua, an NGO based in British Columbia, Canada, partnered with the Visual Storytelling Centre at Woxsen University to design the logo for the Indigenous Youth Storytellers Circle (IYSC), an initiative aimed at promoting indigenous scholars and creative writers. This project, initiated in 2019 as part of the UN's International Year of Indigenous Languages, saw Woxsen University students enthusiastically contribute to the cause.







## 2.7 NAYASA Platform Aims to Revolutionize Transparency in Agriculture Value Chains

### UN SDG: 1, 2 & 12

India's food systems contribute significantly to deforestation, greenhouse gas emissions, and biodiversity loss. With 90% of India's once abundant rice varieties lost and small-scale farmers struggling against brands and middlemen, the need for transparency in agriculture has become urgent. In response, NAYASA, a discovery platform, was launched to enhance traceability in agriculture value chains. Utilizing advanced technologies such as blockchain, IoT, GPS, and AI, NAYASA connects farmers directly with consumers seeking organically grown products, offering insights into environmental impacts and simplifying the certification process.

Ms. Kanika Bukka, a Semester VIII student from Woxsen University, joined NAYASA for her Graduation Project under the mentorship of Prof. Kocherlakota, Prof. Mrudul Chilmulwar, and Prof. Kanna K. Siripurapu. Her contributions to improving the platform were highly appreciated, reflecting the platform's potential to reshape food transparency in India and abroad.

## 2.8 Conscium: A Streetwear Brand Promoting Circular Fashion and Social Awareness

### UN SDG: 9, 12 & 17

Conscium, a streetwear brand, is dedicated to raising awareness of pressing social and environmental issues through its circular fashion strategy, blending sustainability with social consciousness. The brand not only offers trendy streetwear but also supports local artisans and craftsmen who share its values. By focusing on sustainability and cultural issues, Conscium aims to create fashion that contributes to environmental protection and the upliftment of artisans.

The brand seeks long-term collaborations with NGOs, businesses that collect preloved garments, and local fabric manufacturers to close the loop in the garment life cycle. Through recycling and upcycling techniques, Conscium converts waste into new resources, involving processes like collecting, segregating, sanitizing, shredding fibers, and creating recycled fabric with desired compositions, thus contributing to a cleaner and more sustainable fashion industry.

## 2.9 SICO Programme at Woxsen University: Integrating Design Education with Community Outreach

### UN SDG: 10

The Social Internship and Community Outreach (SICO) programme is a key part of holistic undergraduate education at the School of Arts and Design (SOAD), Woxsen University. From the second semester onward, design students participate in a two-week mandatory SICO programme with a non-profit or social enterprise during their summer break. This initiative allows students to apply their design knowledge in real-world settings, fostering both professional and personal growth while contributing meaningfully to society.



Under the dual supervision of an internal faculty member and an external supervisor from the host organization, students gain hands-on experience in sectors like traditional crafts, small-scale farming, and marginalized communities. The programme emphasizes experiential learning, nurturing empathy and socially responsive design thinking, ultimately enhancing students' employability and preparing them to make a positive impact on society.

## 2.10 Collaboration for Biocultural Diversity: Animation Project by Terralingua and SOAD

UN SDG: All 17

Terralingua, a non-profit organization based in British Columbia, Canada, has partnered with the Department of Communication Design at SOAD to create an educational animation video focused on biocultural diversity. This initiative aims to raise awareness and advocate for the conservation of biocultural diversity through effective educational materials.

## 2.12 Vernacular Resurgence: Merging Tradition and Modernity in Sustainable Architecture Across Five Regions

UN SDG: 11

The Vernacular Resurgence architectural brief focuses on revitalizing traditional styles and techniques in five regions: Leh, Naggar, Jodhpur, Panjim, and Puducherry. This initiative seeks to merge modern needs with local cultural heritage to create sustainable, contextually sensitive designs. The project emphasizes sustainability, cultural preservation, community involvement, and innovation to honor regional identity while embracing future demands. The development includes 50 residences with 2BHK, 3BHK, and 4BHK layouts. Beyond housing, the project features a multipurpose hall, outdoor amphitheater, market area, community kitchen garden, security and administrative offices, and recreational spaces, ensuring a holistic living experience. This thoughtful blend of tradition and modernity aims to preserve and celebrate regional architecture.



## 2.11 Colors of Joy: Woxsen Architecture Students Inspire Creativity in Children

UN SDG: 4

On Saturday, 4th May 2024, the School of Architecture and Planning Semester 1 students organized a creative and engaging activity for the children of manual workers. The event focused on finger painting, allowing the kids to explore their artistic abilities in a fun and playful manner. This initiative not only helped the children express themselves creatively but also fostered a sense of bonding and community between the students and the children. The activity was well-received, with the kids enjoying the vibrant colours and hands-on experience, making it a memorable day for all involved.



## 2.13 Empowering Labourers: The ERS Initiative Promotes Voting Awareness and Democratic Inclusion

UN SDG: 10, 16 & 17

The ERS initiative aimed to raise awareness among labourers from Bihar and other regions about the importance of voting, especially given the challenges they face in returning home for elections. Encouraging participation in the electoral process aligns with the United Nations Sustainable Development Goals (UNSDGs), including Goal 10 (Reduced Inequalities) by ensuring equal political participation, Goal 16 (Peace, Justice, and Strong Institutions) by fostering democratic inclusion, and Goal 17 (Partnerships for the Goals) through collaboration between governments and organisations. The initiative highlighted the need for alternative voting methods for daily wage earners to ensure their voices are heard in the democratic process.





## 2.14 Kawach : Legal Aid and Literacy Camp for Labourers

**UN SDG: 8, 16 & 17**

As part of an ERS Activity, Dr. A Sreelatha, Dean of the School of Law, Prof. Ummul Waraah, and Mr. Sudhan from Woxsen University visited MGNREGA laborers working in cotton fields near Kamkole Toll Plaza. The visit aimed to raise awareness about labor rights, wage issues, and working conditions. Observations revealed wage violations and lack of understanding of legal protections. Concerns about children's education and skill-based training were also addressed. The team recommended organizing regular legal aid camps, training programs, and collaborations with NGOs. This initiative aimed to empower the laborers with knowledge and ensure their rights are protected and upheld.

## 2.15 Breaking Barriers: Legal Aid and Support for Women and Children at Sakhi Centre

**UN SDG: 5, 10, 16 & 17**

The recent visit to Sakhi Centre, Sangareddy, aimed to provide legal assistance and awareness to women and children affected by domestic violence, sexual abuse, and other forms of gender-based violence. The visit focused on educating them about their legal rights and available remedies. Personalized legal counseling addressed issues such as domestic violence, child custody, and maintenance claims. Coordination with Sakhi Centre staff highlighted challenges in providing continuous support to victims. Observations revealed a high demand for legal assistance, a lack of awareness of protective laws, and a pressing need for psychological support. Fear and societal stigma emerged as barriers for victims seeking help. Recommendations include organizing regular legal aid camps, conducting staff training on legal procedures, implementing awareness campaigns, and collaborating with NGOs for comprehensive support. The visit was a success, with positive participant feedback, emphasizing the necessity of ongoing legal aid and support in the region.



## 2.16 Vote Shakti: Empowering Woxsen University Staff Through Electoral Awareness and Civic Responsibility

**UN SDG: 16 & 17**

The "Vote Shakti" ERS activity, organized by the School of Sciences at Woxsen University on May 8th, 2024, aimed to raise awareness about elections and voting among university staff, including housekeeping personnel and security guards. The event welcomed 100 participants from various roles, offering a comprehensive introduction to the importance of elections and democratic participation. Resource persons, including Shri S. Venkateswarlu, District Educational Officer, and others, led insightful sessions on the significance of voting, democracy, and fundamental rights.

The interactive sessions and discussions fostered a nurturing environment, allowing participants to ask questions and engage deeply with the content. The active participation of faculty and students ensured a collaborative learning experience. The initiative succeeded in instilling a sense of civic responsibility and motivating attendees to vote. Feedback collected from participants highlighted the lasting impact of the program, promoting informed citizenship and personal growth for a more engaged electorate.



**Shri S. Venkateswarlu**  
District Educational Officer,  
Sangareddy, Telangana

## 2.17 Digital Seed Initiative: Nurturing Digital Literacy in Rural India

**UN SDG: 4, 10 & 17**

Despite advancements in various sectors, digital literacy remains a significant challenge in rural India, leaving many children without access to essential resources. To address this gap, we have launched the Digital Seed initiative, focusing on spreading digital literacy in underserved regions. Our journey began at Mahima Ministries orphanage, where many children touched a laptop for the first time. With the support of dedicated student volunteers from Woxsen University, these children were introduced to basic laptop operations. The volunteers patiently guided them, tailoring their explanations to accommodate different age groups and helping them overcome initial hesitations. This initiative represents the first step in our mission to empower young minds with digital skills. We believe that the knowledge shared today will blossom into a strong foundation for their future, paving the way for educational and employment opportunities. Woxsen University is committed to nurturing this growth at every stage, with plans to expand the initiative to more orphanages and rural communities. Together, we can cultivate a future where every child, regardless of their background, has the opportunity to thrive in a digital world.



## 2.18 Understanding Rural Governance: Woxsen summer school program

**UN SDG: 5, 10, 16 & 17**

As part of Woxsen University's summer school program, students embarked on a transformative Village Transect Walk to Pedda Gopalaram in Telangana. This immersive experience allowed them to engage directly with villagers, gaining insights into their lifestyle, sources of income, culture, and sanitation conditions through observation and dialogue. During their visit to the Panchayat office, students learned about local governance, including Grama Sabha meetings and the roles of the Sarpanch and MPTC. These leaders addressed students' questions regarding central and state government funding and the significance of local administration. The trip also included a visit to the Anganwadi Centre, where students discovered the vital services provided for early childhood development and maternal care, highlighting the center's role in supporting the community. This hands-on experience illuminated both the challenges and strengths of rural life, fostering a deeper understanding of rural administration and politics. We hope this exposure inspires the students to contribute meaningfully to the development and betterment of rural communities in the future, igniting a lasting passion for social change.

## 2.19 Woxsen University's TRY Students Organization Shines on the Global Stage

**UN SDG: 8, 16 & 17**

Woxsen University's Transforming Rural Youth (TRY) Students Organization has achieved remarkable recognition, securing second place in the prestigious Principles for Responsible Management Education (PRME) Global Sustainable Students Award. This accolade follows their significant win of the PRME Sustainability Award for South and Central Asia.

Competing against 119 contenders from 46 countries, the TRY Students Organization stood out alongside the Sustainability Club from Zayed University, Abu Dhabi, UAE, and the SPARK Foundation from the Beedie School of Business at Simon Fraser University, Canada. This achievement underscores the commitment and innovative spirit of our students in addressing sustainability and responsible management. A special acknowledgment goes to our dedicated representatives—Shaik Iqbal Pasha, Abdul Adil, Viyyapu Chaitanya Ganesh, Saicharan Miriyala, and MS Vishwanath—who showcased the mission and vision of our organization on an international platform. We also extend our heartfelt congratulations to all members of the TRY club for their hard work and dedication.

This recognition marks just the beginning of our journey. With renewed motivation and a commitment to our goals, we look forward to achieving even greater heights in the pursuit of sustainability and community development. Together, we can continue making a meaningful impact on rural youth and beyond.





This webinar starts at 11:15 AM [Start webinar](#)

ACCELERATING OUR COMMON AGENDA

## Presenting the PRME Global Students Sustainability Award

Regional & Global Winners

Paulo Speroni

Ernest Calista

Sindu Agrawal

Shahid Iqbal Pasha

## 3.1 Integrating Sustainability in Education: Highlights from Woxsen University's Faculty Development Program

### UN SDG: 4, 10 & 17

Woxsen University's week-long Faculty Development Program (FDP) focused on integrating sustainability into the academic curriculum. With the urgency of environmental challenges, this FDP emphasized sustainability's importance across all academic and institutional practices. The event kicked off with a keynote address by Prof. Syed Hasan Jafar, stressing the need for sustainability in academia. Notably, the use of the Metaverse platform for live interactions added a modern touch to the sessions.

Dr. Shiva Sai Kiran discussed the complexities of teaching sustainability to management students, while external speaker Dr. Lokesh Kumar highlighted how different industries approach strategic management in sustainability. A key moment came on Day 2, focusing on entrepreneurship and marketing, with Dr. Atun Roy Choudhury exploring business opportunities in waste management. Over the following days, topics ranged from sustainable finance to innovative pedagogical methods and the "People" quotient in sustainable businesses.

# 03





## 3.2 ICSSCGE-2024: Advancing Sustainable Smart Computing and Green Energy at Woxsen University

UN SDG: 7, 12 & 17

Woxsen University's School of Technology organized the International Conference on Sustainable Smart Computing and Green Energy (ICSSCGE-2024) on June 25-26, 2024, in Hyderabad, India. This interdisciplinary event aimed to address critical environmental challenges by bringing together researchers, scientists, and industry experts to explore sustainable technologies and eco-friendly energy solutions. Supported by a grant of 2 Lakhs from DST-SERB, and raising an additional 2,49,500 INR through registrations, the conference generated a total revenue of 4,49,500 INR.

Out of 176+ global submissions, 55 significant papers were shortlisted, thanks to the reviewers and scrutiny teams. The conference began with a traditional Ganesh Vandana, followed by speeches from the Dean of Technology, Conference Patron Dr. Raul Rodriguez, and the Convenor Dr. Bhargav Prajwal Pathri. Experts delivered keynote speeches from institutions such as Hitachi India, SVNIT Surat, and Agder University, Norway, who shared valuable insights on sustainable computing and green energy.

**Dr. D.P. Kothari**

Regional Director in charge,  
IIT, Delhi, India



**Dr. Shivani Sharma**

Hitachi Energy, India



**Dr. S B GOYAL**

City University, Malaysia



**Prof. Dr. Mohanlal Kolhe**

Faculty of Engineering and Science of the  
University of Agder (Norway)



**Dr. Shailendra Kumar**

S.V. National Institute of Technology,  
Surat, India



**Dr. Praveen Aggarwal**

Anand International College of Engineering,  
Jaipur, Rajasthan, India



### 3.3 Empowering Change: Creative Thinking Workshop at the Ekatra Summer Program

UN SDG: 3, 5 & 17

On June 13-14, 2024, a creative thinking skills workshop was held under the Ekatra Summer Program at the Rescue Foundation, engaging survivors from five centers. Participants were introduced to SCAMPER, a design thinking tool, through an online exercise, which allowed them to apply creativity to everyday objects. The next day, they learned stick-figure illustrations and created comic strips on the theme "Best Day of My Life." These workshops aimed to foster creative thinking, empowering survivors by helping them view themselves not just as victims but as empowered individuals. Future sessions will continue this approach with student-led activities promoting further engagement.

### 3.4 Animating Awareness: Woxsen University Collaborates with Terralingua on Biocultural Diversity Project

UN SDG: 4, 13, 14, 15, & 17

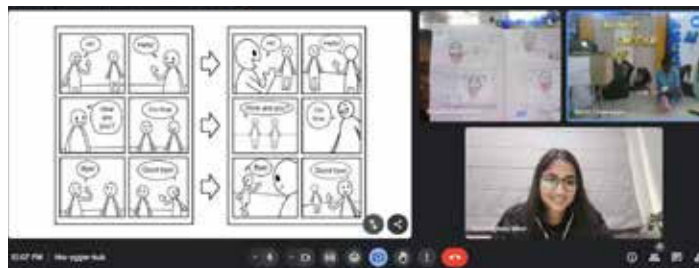
Terralingua, a non-profit based in British Columbia, Canada, has partnered with the Department of Communication Design at Woxsen University's School of Arts and Design to create an educational animation on biocultural diversity. Five Communication Design students are working with faculty and the Terralingua team on this international project, launched in May 2024 and expected to conclude in September 2024. Dr. Vivek and Dr. Praveen from VIT have joined as external mentors. The animation will serve as a resource for public awareness, education, and international policy advocacy on the importance of conserving biocultural diversity.

### 3.6 Ride the Wave: Understanding and Managing Stress

UN SDG: 3

On June 20, 2024, Woxsen University hosted the "Ride the Wave: Understanding & Managing Stress" event, focusing on stress management and mental well-being. Organized by the School of Sciences and the Wellness Centre, the event aimed to educate attendees on identifying and managing stress. Dr. Beauty Pandey introduced the session, and Wellness Coordinators Mrs. Darshini and Mrs. Ruthra led comprehensive discussions on stress types and effective coping mechanisms.

Participants engaged in hands-on activities to identify personal stress triggers through interactive puzzles and life event analyses. These activities helped attendees gain valuable insights into their stress patterns. The session emphasized a balanced lifestyle, physical activity, and social connections for resilience. The event concluded with a Q&A session, where participants received personalized advice. The overwhelmingly positive feedback highlighted the event's success in fostering a supportive community and empowering individuals to manage stress effectively.



### 3.5 Strengthening Partnerships: Legal Aid Initiative and MOU Discussion at Sakhi Centre

UN SDG: 5, 10, 16 & 17

A visit to Sakhi Centre aimed to provide legal aid to victims and discuss a potential Memorandum of Understanding (MOU) between the organization and Sakhi Centre. The team conducted one-on-one legal counseling, addressing issues like domestic violence and child custody, and coordinated with local authorities to improve support services. The discussion on the MOU included formalizing the partnership, defining roles, and planning joint efforts such as legal aid services, training, and workshops for staff. Both parties agreed to monitor the collaboration's effectiveness through regular meetings, with a follow-up meeting scheduled to finalize the MOU and organize the first training session.





# Highlights

## of Activities Q2-2023

### Last Year Throwback

#### Relationships: How do they affect us?

##### UN SDG: 3

The Student Wellness Cell at Woxsen University recently concluded its sixth session, titled “Relationships: How do they affect us?” Led by Ms. Shampa Chowdhury, the session explored the evolution of relationships from early development stages and how they shape our lives. Ms. Chowdhury highlighted the impact of both positive and negative relationships on mental health, discussing the dangers of toxic relationships and the effects of isolation, rejection, and bullying. Emphasizing self-connection and positive relations, she illustrated the importance of nurturing healthy bonds for overall well-being. K S Sri Kumar, a Community Service Volunteer, moderated the session, extending heartfelt thanks to the speaker on behalf of the Student Wellness Cell.

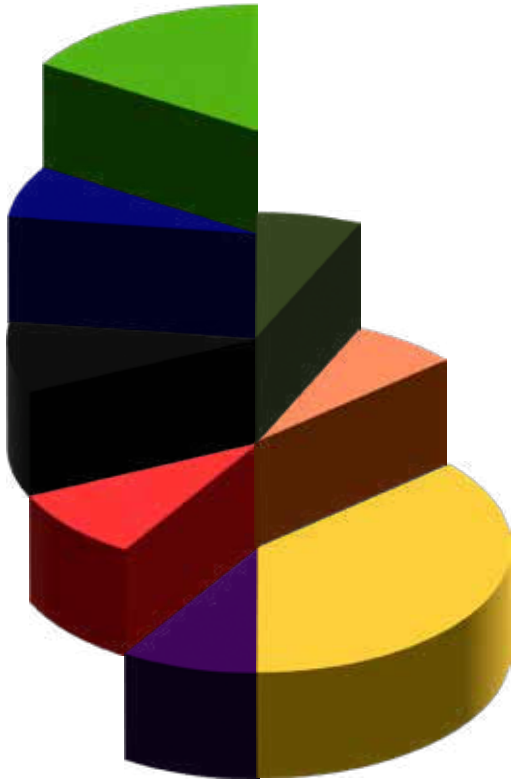


#### Legal Aid-Outreach Program

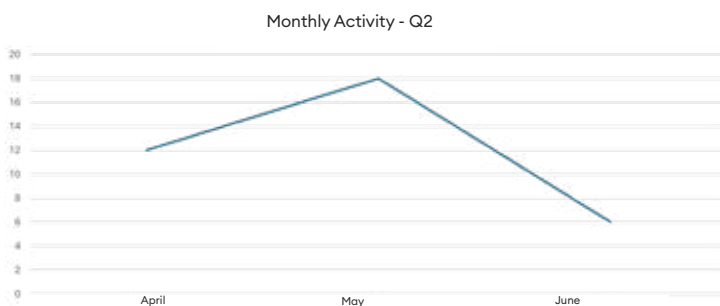
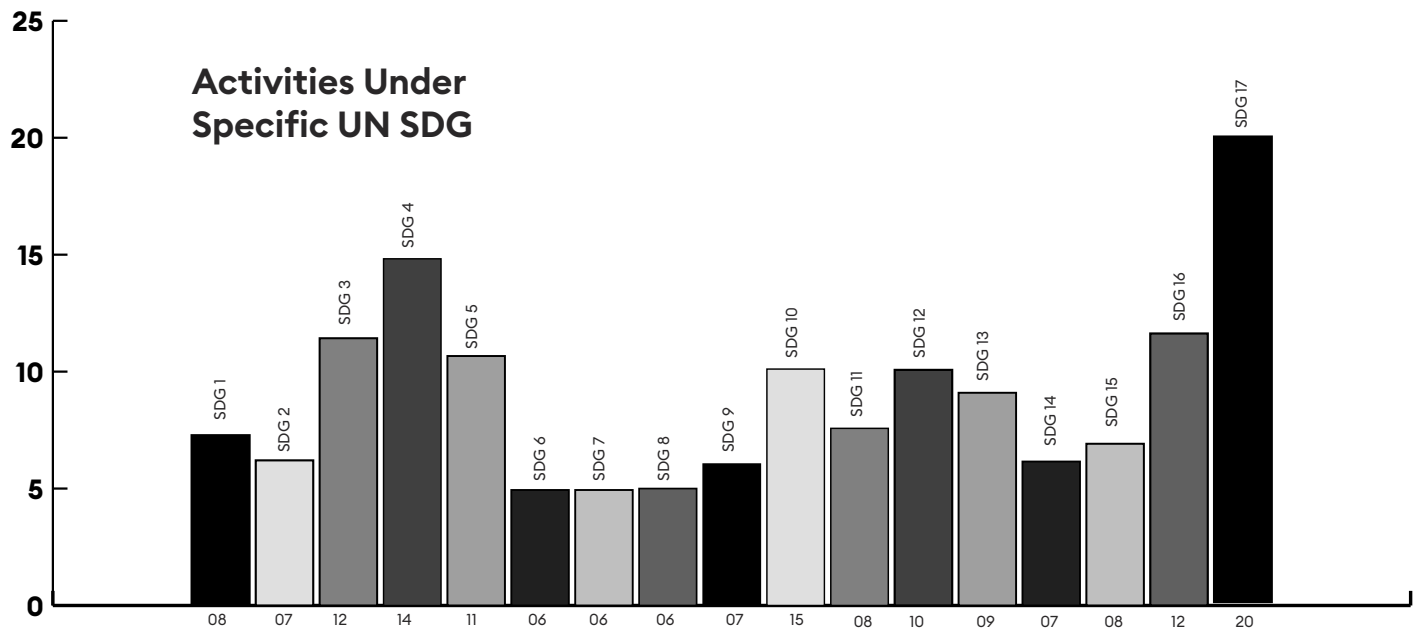
##### UN SDG: 16

The School of Law at Woxsen University initiated a legal aid drive in Kamkole Village, Munipally Mandal, aiming to advance SDG Goal 16 by enhancing access to legal services. The Legal Aid Cell's core mission is to safeguard community rights and interests, focusing on equitable access to justice. On Thursday, September 20, the team visited Kamkole's Gram Panchayat Office to identify common legal issues faced by village women and consulted with Anganwadi and Asha workers regarding frequently reported cases. During the visit, two women sought immediate legal advice on property rights and domestic violence, which were promptly addressed. The Gram Panchayat Office, along with the village secretary, welcomed this collaboration, marking a positive step toward legal empowerment in the village.





| School                              | No. Activities |
|-------------------------------------|----------------|
| School of Business                  | 03             |
| School of Technology                | 03             |
| School of Arts & Design             | 16             |
| School of Architecture & Planning   | 04             |
| School of Liberal Arts & Humanities | 04             |
| School of Law                       | 04             |
| School of Sciences                  | 03             |
| ERS Wing                            | 07             |
| <b>Total</b>                        | <b>37</b>      |



**In the Q2 of 2024**

**37**

ERS Projects

**1817**

Total Engagement

\*Note: Data of Quarter 2 - April to June 2024





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502 345, Telangana, India





# Woxsen- Ethics, Responsibility & Sustainability

## Quarterly ERS Activity Report

Edition – 3

#3 July to September 2024

**Q3**  
by ERS



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# 1.1 Community Engagement and Needs Assessment in Maqdampalli Village

UN SDG: 3, 4, 6, 8 & 11

As part of the School of Technology’s Ethics, Responsibility, and Sustainability (ERS) initiatives, a team visited Maqdampalli village on July 11, 2024, to assess the community’s needs and identify areas for impactful support. The visit involved meetings with local school staff and community leaders, revealing essential requirements for educational and socio-economic growth. At the school, teachers emphasized a need for playground equipment, additional educational resources, and career guidance. Discussions with village leaders highlighted health challenges due to limited clean drinking water, a need for nutrition and hygiene awareness, and a demand for skill development to address employment issues. The ERS team aims to address these areas, fostering sustainable growth and improved well-being for the community.

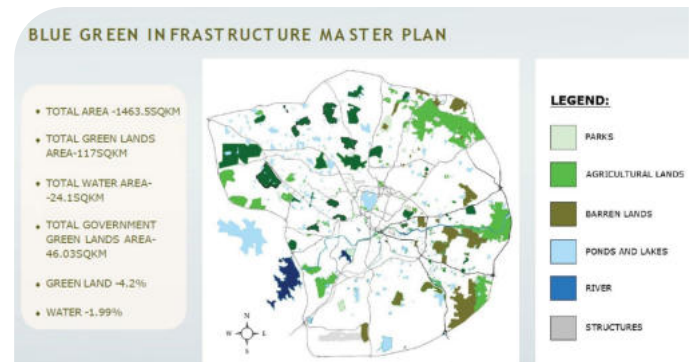


# 1.2 Restoring Hyderabad’s Blue and Green Spaces: A Sustainable Vision

UN SDG: 3, 6, 13 & 14

The recent Environmental Restoration Study by Woxsen University highlights significant environmental challenges in Hyderabad, focusing on water pollution in the Musi River, loss of green cover, and poor waste management. The report identifies critical problems such as floating waste and water hyacinths, which obstruct oxygen flow in water bodies, causing ecological and health risks. These issues, combined with the city’s diminishing green spaces, underline the urgent need for action.

To address these concerns, the Environmental Restoration Study suggests comprehensive urban planning strategies, enhanced drainage systems, and regular clean-up drives. It also emphasizes community engagement and stricter waste management policies. By enhancing the city’s blue-green infrastructure, Hyderabad can create healthier living environments and better prepare for the impacts of climate change.



# 1.3 Exploring Bidriware: A Cultural Heritage Expedition

UN SDG: 8, 11 & 12

The School of Arts and Design at Woxsen University organized the "Exploring Bidriware: A Cultural Heritage Expedition" as part of its material culture cognition module, offering students an immersive educational experience focused on the ancient craft of Bidriware. The program provided students with direct interaction with local artisans in Bidar, who shared their expertise and demonstrated the intricate process of creating Bidriware. Students visited workshops, observing how traditional techniques are adapted for modern markets while preserving the craft's essence. Through this hands-on experience, students gained a deeper appreciation for cultural heritage, understanding the challenges and significance of preserving traditional arts and supporting local communities.





## 1.4 Workshop on Fashion Illustration Module

UN SDG: 11 & 12

The Eco-Fashion Illustration Workshop was an innovative initiative aimed at challenging students' creativity while promoting sustainability in fashion design. Participants were tasked with creating fashion croquis using only natural materials gathered from their immediate environment. The workshop emphasized three key objectives: mobilization, encouraging students to explore and collect natural resources; collaboration, fostering teamwork to combine creative ideas; and creativity, pushing the boundaries of traditional fashion illustration by incorporating unique, organic elements. This hands-on approach helped students embrace sustainable practices in their design process.



## 1.5 Preserving Heritage Through Innovation: Woxsen University's Photogrammetry Workshop at Qutubshahi Tombs

UN SDG: 4 & 17

The School of Arts and Design at Woxsen University hosted a Photogrammetry Workshop at the Qutubshahi Tombs in Hyderabad as part of the 'Designed in India: International Summer Program 2024.' This innovative workshop brought together students from The British University in Egypt and Woxsen University faculty to explore the intersection of technology and heritage conservation. Over six hours, participants gained a comprehensive understanding of photogrammetry and its critical role in preserving historical sites, guided by Professors Tejas Pawar, Shivaram Reddy, and Pradeep Kumar.

Beginning with an introduction to photogrammetry's historical context and significance in digital heritage preservation, students engaged in practical sessions at the Qutubshahi Tombs. They learned to capture high-quality images and then processed these images using specialized software to create detailed 3D models and orthophoto maps. The workshop emphasized documentation and analysis, teaching participants to assess the accuracy of their models and identify areas for improvement. A key outcome was the successful creation of 3D models of the tombs, contributing to the site's digital documentation. Additionally, the workshop fostered cross-cultural collaboration, allowing students to enrich their academic experience while gaining a global perspective on heritage conservation practices.





## 1.6 Innovative Fashion Design: Button Masala Workshop

UN SDG: 12

The Button Masala Workshop, organized by the Fashion Design department at Woxsen University's School of Arts and Design, introduced students to an innovative and sustainable approach to fashion design. Focusing on the unique 'Button Masala' technique, this workshop allowed students to create garments without cutting or stitching. Participants engaged in hands-on learning using materials such as fabric, rubber bands, and sequins, guided through the process of garment creation. Key highlights included sustainable design principles, showcasing how to create environmentally friendly, waste-free clothing with minimal resources. The workshop emphasized the versatility of the Button Masala technique, demonstrating how a single piece of fabric could transform into various styles, promoting multifunctional clothing. Students were encouraged to think outside conventional fashion design, exploring applications for accessories, shoes, and home furnishings. The hands-on experience fostered creativity and problem-solving skills, while the collaborative environment promoted idea-sharing among peers. Overall, the workshop successfully inspired students to embrace sustainability and innovative thinking in their designs.



## 1.7 Empowering Women and Children: A Workshop on Legal, Welfare, and Emotional Support

UN SDG: 4, 5 & 10



**Hon'ble Smt. G. Bhavani Chandra**  
Principal District and Sessions  
Judge, Sangareddy

A workshop addressing the legal, aspects concerning women and children was held, drawing over 60 frontline workers from Sangareddy District, along with representatives from the District Child Protection Office (DCPO), Child Welfare Committee (CWC) members, and other relevant authorities. The event began with the Honourable Judge discussing the legal issues affecting women and children, followed by insights from Sri. Sanjeeva Rao, Additional Superintendent of Police, Sangareddy, on the procedural norms impacting these groups.

Smt. K. Lalitha Kumari, District Welfare Officer for Sangareddy, enriched the session by discussing various welfare schemes and policies aimed at improving conditions for women and children. After lunch, staff from Woxsen University conducted a session on Emotional Literacy Training tailored for social workers and abuse victims, focusing on emotional well-being strategies for frontline workers facing significant challenges. Dr. A. Sreelatha, Director of Compliance and Legal Studies at Woxsen University, concluded the event by emphasizing the university's commitment to ethics, responsibility, and sustainability, highlighting the establishment of the Legal Aid Cell at Woxsen University as a testament to their dedication to societal development and support.



## 2.1 Empathy in Textile Industries

UN SDG: ALL SDGs



### Prof. Catherine Harper PHD

Pro-Vice Chancellor, The British University in Egypt, Cairo. Former DVC (Chichester/UCA). Co-editor, TEXTILE: Cloth & Culture, PhD Composite Engineering, Chair Professor of Design, Woxsen University, Academic Advisory Board, Cindrebay School of Design, India. Board of Directors, Institute for Educational & Social Equity.

An insightful discussion on "Empathy in the Textile Industry" was held between Professor Catherine Harper, PhD, Pro-Vice Chancellor at The British University in Egypt, and Professor Adity Saxena, PhD, Dean of the School of Arts and Design at Woxsen University. The conversation explored the significance of empathy, cross-cultural collaboration, and the sustainability of artisans in the textile industry. Emphasizing the vital role of business education, they discussed how students can drive operational and cultural transformations within the sector. The discussion, released as a podcast on online platforms, aims for broader impact and visibility, promoting change in the industry.



## 2.2 Guest Lecture conducted on AI and its relevance- Empowering Innovation for a Smarter Future

UN SDG: 4



### Mr. Bala Prasad Peddigari

Chief Innovation Officer and Global Head- Technology, Software & Services Business Group, Tata Consultancy Services (TCS)

On August 13th, 2024, Woxsen University's School of Technology hosted a guest lecture featuring Mr. Bala Prasad Peddigari, CIO of Tata Consultancy Services. The event focused on AI's transformative potential, its real-world applications, and the ethical considerations shaping its future.

# 02

Mr. Peddigari's insightful lecture was followed by a fireside chat with Dr. Riya Bhattacharya, where discussions centered on AI-assisted tools and their impact on fields like medicine, art, and science. Students actively engaged with questions about job prospects and skills required in the AI-driven industry. The event concluded with a strong sense of optimism and hope, empowering students with the knowledge to navigate AI's growing influence in the workforce.



## 2.3 Sustainable Expressions: Celebrating Freedom & Unity for a Greener Future

UN SDG: 8,10,11,12,16 & 17

Woxsen School of Architecture and Planning is organizing a creative event to raise awareness about Sustainable Development Goals (SDGs) through various activities. The event includes poster design competitions, encouraging participants to showcase eco-friendly practices under the theme "Freedom through Sustainability" and celebrate India's cultural diversity with "Unity in Diversity." Students can also submit poems or essays reflecting on India's journey toward sustainable development, unsung heroes of the independence movement, or their vision for a sustainable future. Additionally, short films will be created to depict sustainable living, the power of unity, and initiatives empowering rural India, promoting awareness and action toward achieving the SDGs.



## 2.4 Conference on Fashion as a Tool for Social Change

UN SDG: 12



### Dr. Madhusudan Pal

Scientist-G, Department of Ergonomics, Defence Institute of Physiology and Allied Sciences (DIPAS), Defence Research and Development Organization (DRDO).  
Director, Center of Excellences (CoEs), FDDI, Noida.



### Dr. Kaustav Sengupta

Director Insights- VisioNxt Trend Insights and Fashion Forecasting Lab, Associate Professor and Chair Linkperson, NIFT, Co-founder- InkLink Charitable Trust.

The "International Conference on Fashion as a Tool for Social Change (FTSC - 2024)" was a groundbreaking event that united stakeholders from fashion, academia, and social advocacy to explore fashion's potential for societal transformation. Centered around the theme of using fashion to challenge social norms and foster inclusivity, the conference aligned its discussions with the Sustainable Development Goals (SDGs). Over two days, participants engaged in keynote addresses, panel discussions, and networking sessions, promoting interdisciplinary collaboration across fields such as fashion design, social sciences, and environmental studies. The event emphasized the importance of diverse perspectives, making fashion a catalyst for social progress and sustainability, highlighting its role in shaping a more inclusive future.



## 2.5 Celebration of 10<sup>th</sup> National Handloom Day

UN SDG: 8 & 11

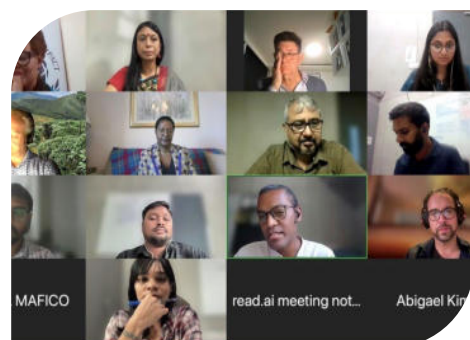
The School of Arts & Design at Woxsen University, in collaboration with the Weavers' Service Centre under the Ministry of Textiles, celebrated India's handloom heritage on August 10, 2024, marking the 10th National Handloom Day. The event highlighted intricate handloom designs and awarded sarees from Pochampally, Gollabhama, and Narayanpet, showcased by master weavers. Chief Guest Dr. Arun Kumar emphasized preserving handlooms, urging support for Indian textiles. Dr. Catherine Harper shared her insights as a weaver and inaugurated the Catherine Harper Textile Lab at Woxsen. Dean Dr. Adity Saxena inspired students to empower traditional weavers, promoting knowledge exchange. The event underscored the cultural significance of handlooms, fostering sustainable industry growth and respect for heritage.



## 2.6 Fourth International Ethics Advisory Board Meeting of the School of Arts and Design

UN SDG: ALL SDGs

On August 28th, 2024, Woxsen University's School of Arts & Design (SOAD) hosted the 4th International Ethics Advisory Board (IEAB) Meeting, focusing on ethics, responsibility, and sustainability (ERS). The meeting highlighted Woxsen's Five Pillars and SOAD's initiatives, including social immersion courses, internships, and capacity-building programs aligned with ERS values. SOAD's contributions to Sustainable Development Goals, particularly SDG 5 (Gender Equality) and SDG 13 (Climate Action), were showcased through student projects. The IEAB praised SOAD's effective approach to addressing social and environmental challenges and expressed interest in future international collaboration, recognizing the market potential of SOAD's innovations.





## 2.7 To Utilize Art Therapy Techniques to Improve the mood, confidence and personal growth of children

UN SDG: 3 & 17

The "Art for Wellness" workshop, led by Prof. Vishakha Rao on August 25, 2024, at the Mamidipudi Venkatarangaiya Foundation (MVF), successfully combined art therapy with educational motivation. Organized by the TRY Club, Sustainability Club, and Wellness Center, the workshop aimed to uplift children through creative activities that enhanced mood, confidence, and enthusiasm for learning. The children actively engaged in creating and presenting their artwork, showing improved mood and increased confidence. This multidisciplinary initiative highlighted the intersection of education, sustainability, and mental health, demonstrating the effectiveness of using art to support emotional well-being and learning motivation.



## 2.8 Workshop: Writing and Communicating Effectively

UN SDG: 4 & 10

The "Workshop on Writing and Communicating Effectively" provided students with essential skills in email writing, crafting CVs, and understanding body language. Aimed at enhancing both verbal and non-verbal communication, the 3.5-hour workshop included practical sessions where students completed worksheets to apply what they learned. The event was well-received, with students finding it highly beneficial. School authorities appreciated the initiative and encouraged similar workshops for future batches, reinforcing the importance of effective communication skills in professional and personal development.



## 2.9 Seed Ball Making

UN SDG: 13 & 17

The School of Law at Woxsen University held an engaging event on Ethics Responsibility and Sustainability (ERS) during the orientation for the 2024-29 student batch. The session featured a hands-on activity where students created seed balls, blending seeds, soil, manure, and bio-pesticides to promote reforestation and biodiversity. Divided into groups, students learned about sustainable practices while bonding with their peers. The activity emphasized environmental awareness, teamwork, and Woxsen's core commitment to sustainability. This meaningful event left a lasting impact, fostering a sense of responsibility toward ethical and sustainable practices among the new students.





## 2.10 Plant Mitra

UN SDG: 13 & 17

The "Plant-Mitra: 'एक पेड़ माँ के नाम' event, organized by the School of Science at Woxsen University on August 22, 2024, was a successful plantation drive contributing to the national campaign initiated by the Environment, Forest & Climate Ministry (MoEF & CC). Participants, including students and faculty, planted 50 saplings near the university's cricket stadium, promoting environmental sustainability and fostering a sense of community. Aligned with the UN's Sustainable Development Goals (SDG3), the event emphasized the importance of afforestation to combat climate change and land degradation. The hands-on experience provided practical learning, deepened environmental responsibility, and strengthened bonds among participants, reinforcing Woxsen University's commitment to sustainability and environmental stewardship.



## 2.12 Project Legacy 2.0: Empowering Girls through Education

UN SDG: 4, 5 & 10

On 22nd August 2024, Woxsen University's ERS Wing conducted a transformative 3-day workshop at Girls Zilla Parishad High School, Sadasivpet, Telangana. The workshop, led by Woxsen students, focused on Essential Life Skills, Sustainable Living, and Career Navigation, aiming to empower young girls with the knowledge to shape their futures.

This initiative created a powerful mutual learning experience. While Woxsen students shared their expertise, they gained valuable public speaking skills and a deeper appreciation for the privilege of education. The mentorship sessions inspired the students to become catalysts for change and address societal challenges with empathy.

We are proud of our students' commitment to giving back, exemplifying leadership and service to build a brighter, more inclusive future.



## 2.11 Swasthya Mela 2.0

UN SDG: 3 & 17

The "Swasthya Mela 2.0," organized by Woxsen University's School of Sciences on August 6, 2024, focused on promoting the health and well-being of faculty and staff. The event featured comprehensive medical tests such as blood pressure, blood sugar, and cholesterol screenings, offering participants valuable insights into their health. Free medications and further clinical referrals were provided as needed. Students actively participated, gaining hands-on experience while contributing to community service. Dr. Srikar Thota's sessions on emergency preparedness were well-received, enriching the event. Swasthya Mela 2.0 successfully fostered a culture of wellness, emphasizing the importance of regular health check-ups and preventive care within the Woxsen community.





## 3.1 The Imperative of Sustainable Development

UN SDG: 4 & 7

An insightful discussion on "Empathy in the Textile Industry" was held between Professor Catherine Harper, PhD, Pro-Vice Chancellor at The British University in Egypt, and Professor Adity Saxena, PhD, Dean of the School of Arts and Design at Woxsen University. The conversation explored the significance of empathy, cross-cultural collaboration, and the sustainability of artisans in the textile industry. EDr. Rajat Kumar, IAS and Special Chief Secretary to the Government of Telangana, spoke at Woxsen University on the urgent need for sustainable development, focusing on green energy, agriculture, and industry practices. He emphasized the role of faculty in fostering a culture of sustainability among students and engaging regional communities in collaborative environmental efforts. The session highlighted the three pillars of sustainable development, covering solutions to boost India's renewable energy usage. Faculty members actively participated in a Q&A session, exchanging ideas and solutions. Dr. Rajat expressed interest in teaching a course and closely engaging with the university's sustainability initiatives. Emphasizing the vital role of business education, they discussed how students can drive operational and cultural transformations within the sector. The discussion, released as a podcast on online platforms, aims for broader impact and visibility, promoting change in the industry.



## 3.2 Plantation Drive: Fostering a Greener Future

UN SDG: 13 & 17

As part of the Deeksharambh 2024 orientation program, the freshers at Woxsen University participated in a tree plantation drive, demonstrating their commitment to a sustainable future. Despite rainy weather, students eagerly planted saplings across various campus locations, showcasing their dedication to environmental stewardship.

This initiative not only marked the beginning of their academic journey but also highlighted the university's focus on environmental responsibility. By engaging in this activity, students played an active role in combating climate change and enhancing biodiversity on campus. The event aligned with Woxsen University's dedication to the UN Sustainable Development Goals, particularly those related to climate action and ecosystem conservation. Through this hands-on experience, students gained a deeper sense of ownership in protecting nature, reinforcing the importance of building a greener and more sustainable future.



## 3.3 Integrating Sustainable Design in Facade Architecture

UN SDG: 11

The students of Woxsen University, School of Architecture and Planning have been tasked with a unique design challenge involving the creation of a facade for a lakeside seating area. The objective is to design a space that provides privacy between tables while maintaining a connection to nature and offering a scenic view of the lake. The client has emphasized that the design should prioritize seating arrangements that allow the maximum number of people to enjoy the lakeside view, while also ensuring privacy and comfort.

A key aspect of the project is the facade, which must shield the seating areas from harsh sunlight, rain, and strong winds, all while preserving an uninterrupted, aesthetically pleasing view of the lake. Students are expected to come up with innovative ideas that not only address these functional needs but also enhance the overall ambiance of the space, making it a comfortable and inviting place to relax.

In addition to privacy and weather protection, the design must reflect the natural surroundings, integrating the beauty of the landscape into the structure. This balance of functionality and aesthetics presents an exciting opportunity for the students to showcase their creativity and practical problem-solving skills in architectural design.

By focusing on privacy, comfort, and a seamless connection to the natural environment, the project represents a forward-thinking approach to modern architecture. It encourages students to think beyond traditional design constraints and deliver a space that is both functional and visually captivating.

## 3.4 Sustainable Footwear Design Workshop

UNSDG: 8, 10, 12 & 17

The School of Design at Woxsen University, in collaboration with Earthen Tunes Designs Pvt. Ltd. and supported by the Centre for Pastoralism, conducted a seven-day sustainable footwear design workshop in Bagalkot district, Karnataka, from September 17 to 24, 2024. Facilitated by Future Greens NGO, the workshop focused on creating innovative footwear using indigenous Deccani wool and other natural materials, involving seven women's Self-Help Group (SHG) units in the district.

The participants successfully developed four unique Deccani wool footwear designs, along with a wool-based insulation packaging concept. This initiative not only introduced sustainable design practices but also highlighted the potential of blending traditional materials with modern techniques. The workshop emphasized skill-building for the SHG members, aiming to create sustainable income-generation opportunities for the local communities.

To ensure the market readiness of these designs, the Wool Research Association (WRA) and Footwear Design and Development Institute (FDDI) will support the refinement of the products. This workshop is part of Woxsen University's commitment to community engagement and sustainable development through its ERS activities, underscoring the importance of eco-friendly practices in design.



## 3.5 CLO3D Virtual Fashion Prototyping

UN SDG: 12 & 13

The School of Arts and Design at Woxsen University hosted a three-day CLO3D virtual fashion prototyping workshop from September 4-6, 2024, led by Mr. Sudheer Karuturi from Burgo Indonesia College. The workshop introduced students to advanced digital fashion design techniques, focusing on sustainable practices through virtual prototyping. Participants learned how CLO3D reduces material waste, fosters sustainable collaboration, and supports the digital fashion movement, offering alternatives to traditional fast fashion. The workshop equipped students with industry-relevant skills and emphasized the importance of sustainability in fashion design. This initiative reflects Woxsen University's commitment to ethical fashion, preparing students to lead the future of sustainable and responsible fashion design with cutting-edge digital tools.



## 3.6 Designing Construction: Building with Raw Earth, Workshop

UN SDG: 11 & 12

Woxsen University's School of Arts and Design hosted a five-day workshop titled "Designing Construction: Building with Raw Earth," led by Ar. Rikunj Shah. The workshop focused on the sustainable use of raw earth in interior design, emphasizing the rammed earth technique. Participants gained both theoretical knowledge and hands-on experience, exploring the eco-friendly potential of raw earth for creating walls, flooring, and furniture. The program introduced innovative tools and creative interior solutions, encouraging experimentation with different earth mixes. The workshop successfully showcased raw earth as a sustainable, aesthetically pleasing material for interior spaces, aligning with Woxsen University's commitment to promoting environmentally responsible design and equipping students with skills in sustainable construction practices.





### 3.7 Workshop on “Introducing Happiness Connect through Yoga”

UN SDG: 3 & 17

The “Introducing Happiness Connect through Yoga” workshop, held on September 1, 2024, at M V Foundation, introduced 48 children to the mental and physical benefits of yoga. In collaboration with TRY Club, Sustainability Club, Wellness Centre, and COE Yogic Studies, the workshop focused on stress management, emotional resilience, and mindfulness through gentle yoga postures and breathing techniques. Participants experienced improvements in flexibility, coordination, and body confidence in a supportive environment. Student volunteers Mohnish Ramini and Janani M. contributed to the success of the workshop by fostering a positive, engaging atmosphere. This initiative, aligning with SDG 3 (Good Health and Well-being), highlighted yoga’s role in promoting holistic wellness for children’s mental and physical development.



### 3.8 Menstrual Health & Hygiene

UN SDG: 3, 5 & 17

The School of Liberal Arts and Humanities (SOLH) at Woxsen University conducted its first ERS activity of the academic year 2024-25 on 19th September 2024 at Telangana Model School, Munipally, focusing on \*Menstrual Health and Hygiene Management\*. This initiative, aligned with SDGs 3, 5, and 17, aimed to address the stigma around menstruation and provide essential resources to students. In collaboration with the Pinkishe Foundation, the team distributed sanitary pads to 108 girls from grades 8 to 10. Dr. Shah Khatoon and Dr. Kousumi Brahma led interactive sessions, educating the girls on menstruation, hygiene, and available menstrual products. The session, presented in simple terms using the local language, encouraged open discussions and helped students better understand the biological, emotional, and hygiene-related aspects of menstruation. The initiative successfully increased awareness and promoted menstrual health, with plans for a follow-up visit to assess the program's impact.

### 3.9 Circular Economy and Sustainability

UN SDG: 12, 13, 14 & 15

On 19th September 2024, the School of Liberal and Arts conducted an ERS activity at Telangana Model School, Munipally, focused on “Circular Economy and Sustainability”, with the support of Mr. Dasarath Pramanik, the Mandal Education Officer, and Mrs. Mallika, the Principal, the program was smoothly executed without disrupting regular classes. A total of 60 students from the 7th and 9th grades participated attentively in the session, where the concept of circular economy and its importance introduced using simple language and relatable examples. The students actively engaged, sharing their own observations and even referring to local sustainable practices. The session covered key topics such as conventional production, types of pollutants, and global and Indian practices of circular economy.

## 3.10 Environment and Biodiversity Conservation

UN SDG: 6, 13 & 15

The School of Liberal Arts and Humanities (SOLH) at Woxsen University, through its Steering Group on Social Impact & Outreach, organized its first ERS activity for the academic year 2024-25 on 19th September 2024. Held at Telangana Model School in Munipally, the initiative aligned with SDGs 13, 15, and 6, aiming to educate students about environmental protection and biodiversity conservation. Dr. Naveen Kolluju and Dr. Raju Chaketi led interactive sessions, focusing on ecosystem functionality, biodiversity, and sustainable practices. The event involved 35 students from the 7th and 8th grades, fostering active participation and discussion on local environmental issues like pollution and deforestation. The use of the local language ensured effective communication, encouraging students to reflect on their roles in environmental stewardship. This initiative not only raised awareness but also inspired students to adopt sustainable practices, laying the foundation for future conservation efforts within their communities.



## 3.11 Green Impact Initiative: Seed Ball Plantation

UN SDG: 13 & 17

The Woxsen-Green Impact Initiative, organized by the School of Law and ERS Wing on 4th September 2024, marked a significant step in Woxsen University's commitment to environmental conservation. Focused on forest regeneration, the initiative used the seed-ball plantation technique, an eco-friendly reforestation method where seeds encased in clay and compost are dispersed in forest areas. This method protects the seeds until they germinate under favorable conditions, helping restore green cover in hard-to-reach places. The project is part of Woxsen's broader CSR efforts, with follow-up plans to monitor tree growth and make the drive an annual event. The initiative not only promotes sustainability but also contributes to long-term economic benefits for local communities by creating green spaces.





### 3.12 Swasthya Mela 3.0

UN SDG: 3 & 17

\*Swasthya Mela 3.0\* at Woxsen University, held on 27th September 2024, was a vital initiative focused on promoting the health and well-being of staff, particularly NCC construction workers and Group 4 employees. The event offered free medical tests, consultations, and health advice from professionals at Aster Prime Hospital, Hyderabad. Key tests included BMI, blood pressure, blood sugar, and eye examinations, providing participants with valuable insights into their health. Interactive sessions allowed participants to engage with doctors, discussing health management and preventive measures. The event emphasized the importance of regular check-ups and fostering a community wellness culture. Swasthya Mela 3.0 strengthened Woxsen University's commitment to the health and well-being of its staff and community.



### 3.13 Project Legacy 3.0: Empowering Future Leaders

UN SDG: 4 & 10

On 24th September 2024, Woxsen University's ERS Wing organized a transformative workshop at the Government School in Budhera, Telangana. The session focused on essential life skills and career guidance, with Woxsen students sharing insights to inspire and empower local children.

The initiative, aligned with the UN Sustainable Development Goals (SDGs) 4 and 10, aimed to promote quality education and reduce inequalities. Through engaging interactions, Woxsen students not only inspired the participants but also gained a deeper understanding of the challenges faced by underserved communities in accessing education.

This initiative underscores Woxsen University's commitment to fostering equal opportunities, empowering future generations, and building a more inclusive and sustainable society through education.



# Highlights

## of Activities Q3-2023

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### 1. Woxsen University Observes International Day of Clean Air for Blue Skies

UN SDG: 3,4,11,13 & 17

Woxsen University celebrated the \*International Day of Clean Air for Blue Skies\* from September 5-7, 2023, with a series of impactful events aimed at fostering awareness about air quality and sustainability. The program, supported by the UN resolution designating September 7 as the day of observance, brought together faculty, students, and school children for various activities.

On the first day, the R&D Cell launched *"R&D in Sustainability"* featuring a session on "The Role of Faculty in HEIs" by Dr. Indira Das Molugumati and an interactive discussion led by Dr. Rajat Gera. The evening witnessed a vibrant \*talk show\* anchored by students, where participants spoke on topics promoting clean air awareness. The event concluded with a symbolic 15-minute lights-off initiative to reflect on the importance of blue skies.

The second day focused on *capacity building*, welcoming schoolchildren from four institutions for interactive sessions by faculty and a student speaker. Activities included an art competition judged by Dr. Indira and Dr. Alison and an engaging Metaverse class led by the AI Center.

On the final day, an *online carbon footprint survey* received 49 responses, aiding future research. The event's success was made possible by the leadership of faculty, students, and volunteers, aligning with Woxsen's commitment to sustainability.

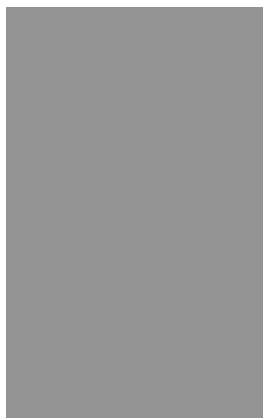
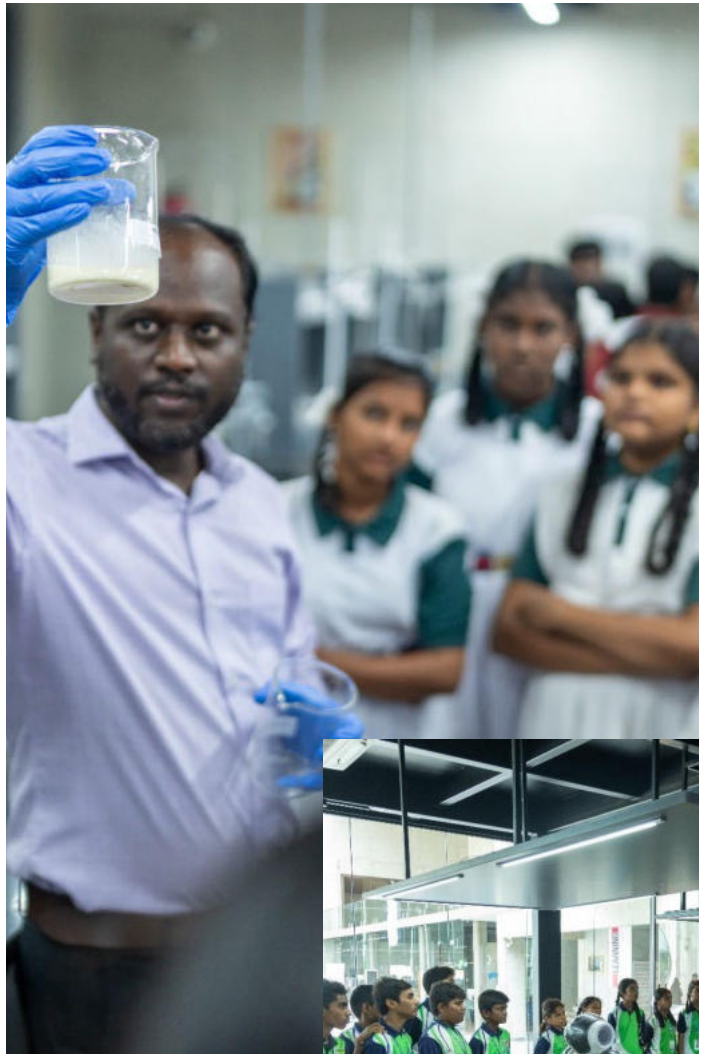
### 2. Empowering Young Minds: Career Development and Sustainable Future

UN SDG: 4 & 13

Woxsen University hosted the ERS activity, *"Empowering Young Minds: Career Development and Sustainable Future,"* for 8th-10th grade students from Sri Bhasyam High School, Sadasivpet. The program provided an immersive educational experience designed to broaden students' horizons and inspire them to explore diverse career paths. Engaging interactions, hands-on activities, and exposure to laboratories enriched their understanding of various fields of study. Aligned with *United Nations SDG 12 – Responsible Consumption and Production*, the session emphasized sustainability principles and responsible practices, fostering environmental and social awareness. Students gained valuable insights into future career directions, guidance for making informed choices, and an understanding of resource conservation and sustainable living. The program empowered participants to envision a conscientious and sustainable future.







### 3. Empowering Rural Women: Legal Awareness for Self-Reliance and Entrepreneurship

UN SDG: 5, 8 & 16

The School of Law, Woxsen University, conducted a session on July 6, 2023, at an Anganwadi Centre in Kamkole Village, Sangareddy District, Hyderabad, for Self-Help Groups funded by the government to promote entrepreneurship and financial independence among rural women. The session focused on raising awareness about legal challenges that manufacturers and vendors might face. Members were educated on the importance of providing proper receipts and maintaining product quality under the principle of *Caveat Venditor*- "let the seller beware." This guidance aimed to minimize potential legal disputes and empower women to understand their rights as sellers and consumers. The session was well-received, with participants appreciating the valuable insights provided to support their entrepreneurial endeavours.



### 4. Bridging Gaps in Education: Woxsen Law School's Initiative for Kamkole Students

UN SDG: 4, 10 & 17

The School of Law, Woxsen University, conducted a session on July 7, 2023, at Kamkole Government School, Hyderabad, addressing a need identified during a previous legal aid session. The school's principal had highlighted a shortage of English teachers, impacting students' learning. In response, Dr. Sreelatha, Head of the School of Law, took an engaging session to teach and interact with the students. This initiative was warmly received by the school, with the principal expressing gratitude for the support and appreciating the proactive effort. The School of Law assured continued assistance for any challenges faced in primary education, reinforcing their commitment to community support and making quality education accessible to all. The gesture was celebrated as a meaningful contribution to the school's development.



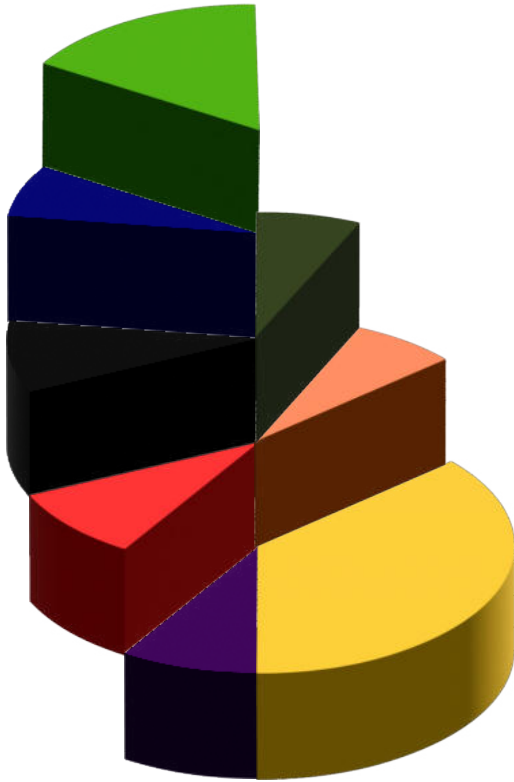
### 5. Syntax Spotlight

UN SDG: 4

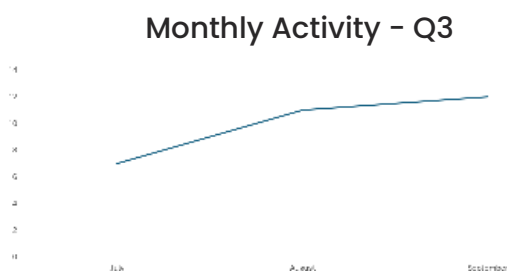
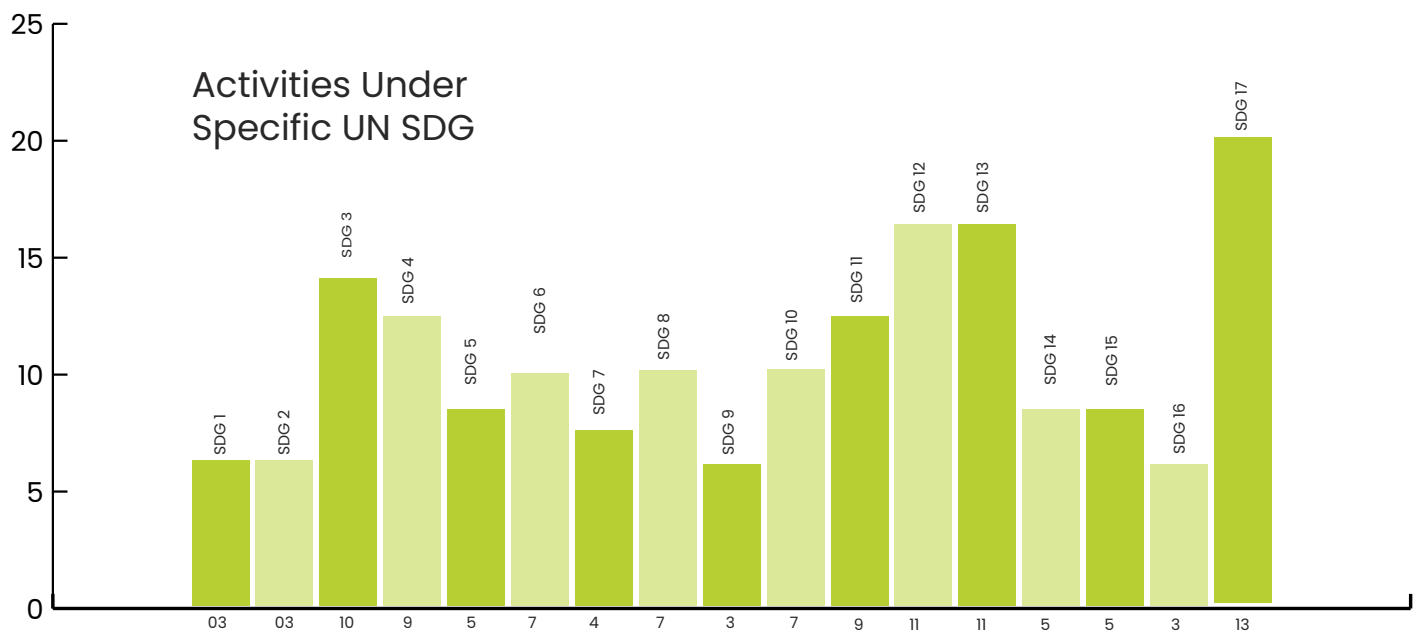
Woxsen University launched "Syntax Spotlight" on July 25, 2023, an initiative aimed at providing English language classes to 120 students from Municipally Government School, Telangana. Running for two months, the program focuses on improving students' communication skills and boosting their confidence in using English effectively. By offering tailored instruction and consistent support, Syntax Spotlight seeks to contribute to the academic and personal development of these students, equipping them with essential skills for their future endeavours. The project reflects Woxsen's commitment to community upliftment through education and is being executed by Dr. Antarleena Basu from the School of Liberal Arts and Humanities. This initiative highlights the university's dedication to creating lasting impacts in rural education.







| School                              | No. Activities |
|-------------------------------------|----------------|
| School of Business                  | 02             |
| School of Technology                | 03             |
| School of Arts & Design             | 12             |
| School of Architecture & Planning   | 03             |
| School of Liberal Arts & Humanities | 04             |
| School of Law                       | 03             |
| School of Sciences                  | 03             |
| ERS Wing                            | 06             |
| Total                               | 36             |



In the Q3 of 2024

36

ERS Projects

1382

Total Engagement



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**Q4**  
by ERS

# Woxsen- Ethics, Responsibility & Sustainability

Quarterly ERS Activity  
Report

Edition - 4

#4 Oct-Dec 2024

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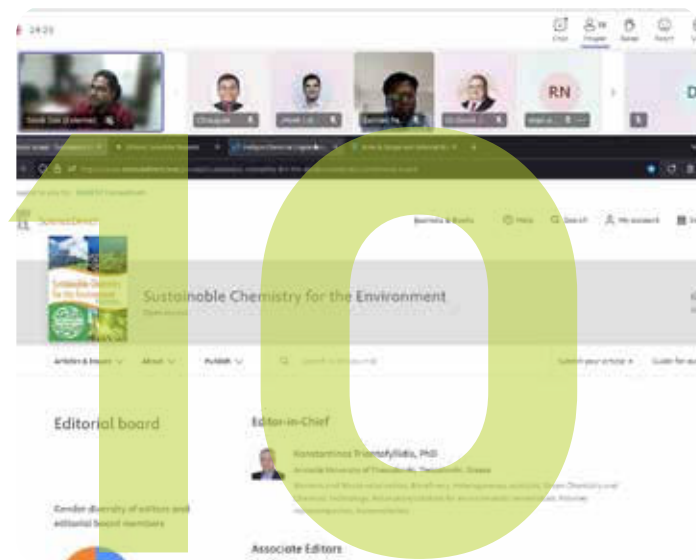
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## 10.1 Exploring Sustainability and Empowering Scholars

### UN SDG: 4 & 10

The Editorial Talk Series hosted a thought-provoking event to enhance understanding of sustainability research and publishing opportunities while fostering inclusivity. The sessions highlighted the importance of responsibility, sustainability, and diversity in research, strategies for ethical and impactful sustainability-focused studies, and the Initiative for Case Equity (ICE). This initiative, in collaboration with the SC/ST Cell, aims to empower scholars from marginalized communities through mentorship and leadership development in STEM fields.

This event served as a platform to bridge sustainability and inclusivity, providing actionable insights and fostering transformative leadership. By focusing on diversity and equity in research, the series continues to inspire meaningful change in academia and beyond.



## 10.2 Exploring Everyday Sustainability: Insights from the Brain Thrust Forum Podcast

### UN SDG: 4, 12 & 13

The Brain Thrust Forum podcast explored the everyday challenges and responsibilities of sustainability from the perspective of Woxsen University students. The discussions shed light on the pressures younger generations face in addressing sustainability and how they manifest this responsibility in their daily lives. Students shared motivational experiences, including working with local communities through CSR initiatives and finding innovative ways to balance sustainability with academic demands, such as reducing paper consumption. They also highlighted how renewable energy sources at the university have positively impacted their journey toward sustainable living.

The episode also touched on career prospects in sustainability, with students expressing optimism about exploring emerging fields like the Circular Economy while acknowledging the niche nature of the job market. The podcast was both insightful and inspiring, providing students with a platform to share their honest experiences and challenges. It also encouraged faculty to take further steps toward integrating sustainability into academic and institutional practices, fostering a culture of responsibility and innovation at Woxsen University.

## 10.3 Fostering Cultural Connections: Block Printing Workshop

### UN SDG: 4, 11 & 17

As part of a broader cultural exchange program, Singaporean students visited Hyderabad, engaging in a hands-on block printing workshop. This immersive activity served as a cultural bridge, offering participants a practical introduction to the ancient art of Indian block printing. Students personalized tote bags with their designs while exploring the craft's historical and cultural significance. The workshop fostered cross-cultural interaction, encouraging creativity, collaboration, and an appreciation for India's artistic heritage.

The workshop yielded significant outcomes for both participants and the host institution. Students gained practical skills, cultural awareness, and enhanced cross-cultural communication abilities. Meanwhile, the institution strengthened its cultural exchange framework, showcasing its ability to facilitate meaningful, inclusive educational experiences. This collaborative initiative not only enriched participants' understanding of Indian traditions but also reinforced global cooperation and mutual respect through artistic expression.





## 10.4 Water Conservation in Architecture: Insights from Ar. Mansee Bal Bhargav's Workshop

**UN SDG: 6, 11, 12 & 13**

Ar. Mansee Bal Bhargav, National President of the WICCI - Water Resources Council, shared valuable insights on the critical importance of water conservation in architecture during her lecture and workshop at Woxsen University, School of Architecture and Planning. Through her expertise as an entrepreneur, researcher, and educator, she discussed various innovative methods for water management, such as rainwater harvesting, greywater systems, and low-flow fixtures. Showcasing her projects, she illustrated practical applications of these techniques in sustainable architectural design. The session also included personalized discussions on students' architectural projects, encouraging them to integrate water-conserving strategies into their designs.

Aligning with several UN Sustainable Development Goals (SDGs), the workshop highlighted the role of sustainable water management in addressing global challenges. This session not only inspired future architects to adopt sustainable practices but also reinforced the importance of architecture as a tool for achieving ecological balance and resilience.



### Dr. Mansee Bal Bhargava

is an entrepreneur, researcher connecting science and society, visiting professor at various National and International Universities, speaker and a mentor.

She is a transdisciplinary learner of the built environment from sustainability and livability perspectives that include architecture design development planning management governance.



## 10.5 Guiding Futures: 'Care for Career' Workshop

**UN SDG: 4 & 8**

On September 30th, the School of Liberal Arts and Humanities (SOLH) conducted a career guidance workshop titled 'Care for Career' at Samyuktha International School. Organized at the request of the school's principal, Mr. Santosh Kumar, the session aimed to help 9th-grade students identify and select ideal career paths. The interactive session was facilitated by experts including Dr. Ranita Basu, Dr. Dibyangana Biswas, Suantak D. Vaiphei, and Prof. Dheeraj Rayalu Tadi.

The workshop provided students with insights into aligning their skills, interests, and aspirations with potential career opportunities. Through engaging discussions and practical guidance, the facilitators empowered students to make informed decisions about their futures. The session emphasized the importance of self-awareness and strategic planning in career development, equipping young minds with the tools to navigate their academic and professional journeys confidently.





## 10.6 Youth Empowerment Through Entrepreneurship: Inspiring the Next Generation

**UN SDG: 4, 8 & 10**

The 'Youth Empowerment Through Entrepreneurship' workshop, organized by the Department of Business Studies under Woxsen University's School of Liberal Arts and Humanities, aimed to inspire students from rural and semi-urban Telangana to explore entrepreneurship as a viable career path. The workshop addressed socio-economic challenges and focused on raising awareness about entrepreneurship, motivating students to consider it as an alternative to traditional careers, and equipping them with essential skills like leadership, financial literacy, and innovation.

Led by Dr. Chakradhar Indurkar and supported by ten faculty members, the bilingual (English and Telugu) workshop engaged 80 students and 25 faculty members at Government Junior College, Budhera. It was inspiring to see students, despite their underprivileged backgrounds, stepping forward with entrepreneurial ideas and enthusiasm. The initiative successfully sparked interest in entrepreneurship, fostering a sense of empowerment among the youth to pursue innovative career paths and contribute to the region's socio-economic growth.



## 10.7 Exploring Golconda Fort: A Journey Through History and Heritage

**UN SDG: 4, 11 & 17**

Golconda Fort, located 83 kilometers from Woxsen University, is a striking symbol of India's rich history and architectural brilliance. Originally built by the Kakatiya dynasty in the 12th century and later expanded by the Qutb Shahi dynasty, the fort offers a fascinating glimpse into medieval Deccan India. The walk began at Fateh Darwaza, the main entrance, where we were introduced to the fort's innovative acoustic design, which allowed soldiers to communicate across vast distances. We then explored the royal palace, Durbar Hall, and the stunning Bala Hissar pavilion, offering panoramic views of the surrounding city.

The fort's defense mechanisms, including bastions, lookout towers, and moats, demonstrated its strategic importance. Golconda is also a symbol of cultural coexistence, with both Hindu temples and Islamic mosques reflecting the region's diverse heritage. Additionally, the fort was a thriving hub for the diamond trade, attracting merchants from around the world. As we concluded our walk, the contrast between the ancient fort and the modern skyline of Hyderabad highlighted the harmonious coexistence of history and contemporary development, illustrating how cultural heritage can thrive alongside urban progress.



## 10.8 Empowering Senior Citizens through Engagement

### UN SDG: 4 & 10

Woxsen University organized an initiative to empower senior citizens by offering them practical training experiences and enriching the university community with their diverse perspectives. The event included engaging activities such as critical thinking games, where seniors showcased their riddle-solving abilities, and a poetry recital, allowing participants to express their writing talents.

The initiative also introduced the Woxsen Senior Citizen Internship Program, which aims to provide seniors with valuable internship opportunities that foster learning and mentoring relationships. By involving senior citizens in the university environment, this program not only taps into their vast experience but also provides a platform for them to contribute meaningfully to society. The initiative helped build strong partnerships with the senior community while ensuring a fun and engaging experience for all participants.



## 10.9 JAGMAG FEST: A Celebration of Sustainability and Creativity

### UN SDG: 12, 13 & 15

The School of Sciences at Woxsen University hosted the "JAGMAG FEST" on October 24th, 2024, an event designed to promote sustainable practices while celebrating traditional art forms. The day's activities began with a Rangoli Competition, where participants used non-toxic, natural colors to create vibrant, intricate designs. This event highlighted the importance of using eco-friendly materials in festive art forms. Following this, the Diya Decoration Competition allowed students to express their creativity by decorating clay diyas using non-toxic, eco-friendly paints. These competitions emphasized both the beauty of Diwali traditions and the need to choose sustainable alternatives in celebrations.

The event reached its peak with a symbolic lantern fly-off. The Dean of the School of Sciences initiated the ceremony by releasing the first lantern, followed by faculty, staff, and students. The release of the lanterns represented a collective expression of hope, joy, and unity. The visual spectacle was further enhanced by breathtaking drone footage, capturing the serene beauty of the lanterns floating into the sky.

Through these engaging activities, the "JAGMAG FEST" successfully combined creativity with environmental responsibility. It raised awareness about the importance of using sustainable materials, such as chemical-free colors and clay diyas, in traditional art forms. The event also provided a platform for students to showcase their artistic talents while embracing eco-conscious habits. Looking ahead, Woxsen University plans to continue organizing such initiatives that blend artistic expression with sustainability, fostering a community that celebrates both creativity and environmental consciousness.







## 11.1 Empowering Communities: Menstrual Health Awareness

### UN SDG: 3, 5, 6 & 10

On November 6th, 2024, the Steering Group on Social Impact & Outreach from the School of Liberal Arts and Humanities, Woxsen University, organized a menstrual health awareness program at Zilla Parishad High School, Thogurpally village, Telangana. The initiative aimed to break the stigma around menstruation, promote hygiene practices, and provide essential resources. Prior to the event, a 'Sanitary Pad Donation Drive' was held at the university, collecting 100 pads for distribution. The session, led by Dr. Shah Khatoon and Dr. Kousumi Brahma, engaged 82 girls from classes 6th to 10th and covered the menstrual cycle, biological aspects, hygiene practices, and the proper use and disposal of menstrual products.

The interactive session encouraged open discussions, with volunteers helping communicate in the local language. Though initially hesitant, the girls gradually shared their views and concerns. The event provided valuable knowledge, helping the students understand the importance of menstrual hygiene and manage their health confidently. The initiative concluded with the distribution of sanitary pads and was featured in the local newspaper Metuku Seema. The program successfully combined education and community engagement, leaving a lasting impact on the participants.

## 11.2 Fostering Environmental Awareness: Biodiversity and Conservation

### UN SDG: 6, 13 & 15

On November 6th, 2024, the Steering Group on Social Impact & Outreach of the School of Liberal Arts and Humanities, Woxsen University, conducted an Environmental Responsibility and Sustainability activity at Zilla Parishad High School, Thogarpally, Telangana. This initiative aimed to educate 7th and 8th-grade students about environmental protection and biodiversity conservation. Supported by Mr. C. Dasarath, Mandal Education Officer, and Headmaster Mrs. Mallika, the session covered essential topics such as ecosystem functionality, biodiversity, threats like deforestation and pollution, and strategies for sustainable practices. Dr. Naveen Kolluju and Dr. Raju Chaketi led the discussions in the local language to ensure accessibility, fostering an inclusive and engaging atmosphere for the students.

The program encouraged students to reflect on environmental challenges affecting their communities, such as pollution and wildlife decline. Through interactive discussions, they shared their concerns and demonstrated a keen interest in adopting eco-friendly practices. The session concluded with a call to action, inspiring students to participate in conservation efforts and adopt sustainable behaviors like recycling and waste reduction. This impactful event was featured in the local Telugu newspaper Methukuseema, highlighting the importance of environmental education in nurturing responsible citizens.





## 11.3 Promoting Circular Economy and Sustainability

### UN SDG: 4, 13, 14, 15 & 17

On November 6th, 2024, the Steering Group on Social Impact & Outreach of the School of Liberal Arts and Humanities, Woxsen University, conducted an Environmental Responsibility and Sustainability activity at Zilla Parishad High School, Thogarpally, Telangana. Focused on Circular Economy and Sustainability, this initiative aimed to educate students about responsible production and consumption, climate action, and environmental protection. With the support of Headmaster Mr. Dasarath Pramanik, the session engaged 72 students from 9th and 10th grades. The session was conducted in the local language to ensure clear understanding, and concepts were simplified to make the content accessible and relatable.

The session covered key topics such as conventional modes of production, various types of pollutants, principles of the circular economy (including the 6R's: Refuse, Reduce, Reuse, Recycle, Repair, and Recover), global practices, and the Indian context of sustainability. Students actively participated by sharing examples of waste generation in their surroundings and referencing movie scenes related to climate change and environmental issues. Their feedback indicated that the session provided valuable new insights into circular economy practices and sustainability. The initiative successfully broadened their understanding of environmental issues and encouraged them to adopt sustainable habits in their daily lives.



## 11.4 Promoting Awareness of Fundamental Rights and Duties

### UN SDG: 4 & 16

On November 6th, 2024, the Steering Group on Social Impact & Outreach of the School of Liberal Arts and Humanities, Woxsen University, conducted an Environmental Responsibility and Sustainability activity focusing on Fundamental Rights and Fundamental Duties was conducted at Zilla Parishad High School, Thogarpally, Telangana, for the academic year 2024-25. With the support of Headmaster Mr. Dasarath Pramanik, the session aimed to educate 72 students from the 9th and 10th grades on the importance of understanding their rights and duties as citizens. The session was designed to supplement their existing knowledge and encourage active civic responsibility. The use of local language and relatable examples helped simplify the concepts and ensured student engagement.

During the session, key topics such as the significance of Fundamental Rights, the responsibilities enshrined in Fundamental Duties, and their relevance in daily life were discussed. Students actively participated by sharing examples from their lives and referencing scenes from movies that illustrated these principles. Their feedback highlighted the session's effectiveness in providing new insights and fostering a deeper understanding of their civic responsibilities. By the end of the activity, students expressed enthusiasm and a stronger sense of awareness regarding their rights and duties, underscoring the session's success in promoting responsible citizenship.

## 11.5 Empowering Futures: Bridging Educational Barriers through Knowledge and Resilience

### UN SDG: 4, 10 & 16

On November 19, 2024, the School of Liberal Arts and Humanities at Woxsen University, through its Laurence Simon Department of Economics, organized a transformative workshop titled Crafting Career and Overcoming Education Barriers at Telangana Residential Junior College and School, Lingampally Village, Sangareddy. This event, part of the university's Ethics, Responsibility, and Sustainability (ERS) program, aimed to address critical challenges faced by high school and junior college students. It focused on overcoming linguistic barriers in learning English, excelling with limited resources, encouraging critical thinking for diverse career exploration, and promoting responsible adulthood through informed choices. The workshop was led by a team of faculty members, including Dr. Mahesh Admakar, Dr. Areeba Moazzam, Dr. Sunaina Arya, Dr. Lienngailhing Khongsai, Dr. Rohin Gaddam, and Dr. Venkatesh Boddu, who engaged students in thought-provoking discussions designed to inspire self-confidence and independent thinking.

The workshop's success was driven by the enthusiastic participation of students, who actively engaged with the content and shared their perspectives on the barriers to education. The event was made impactful through the relatable, easy-to-understand sessions that fostered lifelong learning and critical inquiry. The principal and staff of the school extended their wholehearted support, creating an inclusive and welcoming environment for the students. This initiative exemplifies Woxsen University's commitment to making education transformative and accessible, empowering students to overcome challenges and make informed decisions for their future success.



## 11.6 Heritage Walk to Golconda Fort

The Heritage Walk Program organized by the School of Liberal Arts and Humanities focuses on the preservation of cultural heritage and the promotion of sustainable practices. Through visits to significant heritage sites like Golconda and Bidar Forts, the program fosters a deeper understanding of cultural preservation, community awareness, and sustainable urban development. By exploring the architectural beauty of these historic forts and the cultural diversity of locations like Gurudwara Nanak Jhira Sahib, students are educated about the importance of safeguarding cultural heritage. The program also encourages critical thinking about the impact of political alliances, trade routes, and urbanization on these heritage sites, instilling a sense of responsibility for their preservation. Moreover, the hands-on learning approach, including future visits to the Salar Jung Museum, bridges the gap between historical knowledge and real-world artifacts.

The program also integrates climate action by raising awareness of sustainable practices. The construction techniques at the forts, using locally sourced materials and the karez system at Bidar Fort, highlight ancient methods of environmental sustainability and water conservation. Eco-friendly practices were emphasized throughout the walk, including "leave no trace" principles and walking as the primary mode of exploration to minimize carbon emissions. Additionally, discussions on traditional resource management and the optimization of natural light in fort architecture demonstrate the relevance of historical knowledge in addressing modern climate challenges. This program not only enhances cultural understanding but also advocates for sustainable practices, encouraging participants to adopt eco-conscious behaviors for a more sustainable future.



# 12



## 12.1 Ensuring Ethical Responsibility and Regulatory Compliance in Research

### UN SDG: 3 & 4

Woxsen University's School of Business, hosted an insightful session on Ensuring Ethical Responsibility and Regulatory Compliance in Research on December 6, 2024. The event, held from 10:00 AM to 1:00 PM, brought together faculty members from the School of Business (SoB) and was led by Dr. Indroneel Chatterjee, Senior Lecturer in Consumer Behaviour and Marketing at Oxford Brookes Business School.

The session emphasized the importance of data privacy, research ethics, and compliance within a global research framework. Dr. Indroneel provided real-world insights through seven case studies, each highlighting key ethical concerns such as justice, fairness, non-harm to beneficiaries, purpose limitations, and jigsaw identification. Through small-group analyses and discussions, participants explored the complexities of ethical research practices across diverse fields, including sustainable development.

A crucial aspect of the session focused on ethical approval processes for research involving human subjects. Dr. Indroneel also provided valuable guidance to faculty members on maintaining rigorous ethical standards in their research endeavors. The event concluded with discussions on future collaborations, ensuring continued engagement with Dr. Indroneel to reinforce ethical responsibility in research at Woxsen University.

## 12.2 RRBM Paper Development Workshop

### UN SDG: 3 & 4

Woxsen University's School of Business, hosted an insightful session on Responsible Research in Marketing Strategies on December 11, 2024. The event, organized by Dr. Anindo Bhattacharjee, provided faculty members from the School of Business (SoB) with a rare opportunity to interact with Professor David Reibstein from the prestigious Wharton Business School. This interaction was the result of Dr. Anindo's dedicated efforts over two and a half years.

The session began with the felicitation of Professor Reibstein, followed by research presentations by three faculty members and research scholars. Prof. Reibstein commended the research rigor and the emphasis on responsible management practices in their work, highlighting the importance of ethical and impactful research in marketing and strategy.

A significant moment of the event was the renaming of the Department of Marketing at the School of Business Faculty enclave in the Law Block as the "David Reibstein Department of Marketing & Strategy." This dedication, along with a special Lifetime Achievement Award ceremony, underscored the profound impact of responsible research on academia and industry.

The event not only enriched participants' perspectives on ethical marketing research but also reinforced Woxsen University's commitment to academic excellence and global collaboration.





## 12.3 Empowering Young Minds with Future Technologies

**UN SDG: 4, 5 & 10**

Woxsen University's School of Technology (SOT) recently hosted an interactive learning event aimed at introducing high school students to transformative fields such as Data Science, Blockchain, Artificial Intelligence (AI), and Machine Learning (ML). Led by students from the Woxsen School of Technology, the event provided foundational knowledge on these disciplines, showcasing their real-world applications and career opportunities. Through engaging presentations and hands-on demonstrations, the participants gained valuable insights into how these technologies are shaping industries and everyday life.

The sessions covered various aspects of modern technology, with Woxsen students explaining complex concepts in an accessible manner. The event concluded with a symbolic gesture as the ERS team presented a Peepal tree sapling to the school, representing growth and sustainability. This initiative not only enhanced awareness among young students but also helped Woxsen participants refine their communication skills, fostering a culture of knowledge-sharing and innovation.



## 12.4 Energy Conservation Week at Woxsen University

**UN SDG: 7 & 13**

Woxsen University's School of Arts and Design (SOAD), in collaboration with 4HUB, organized a series of impactful events to mark National Energy Conservation Week. The initiative aimed to raise awareness about energy conservation through creative and community-driven activities. The week-long celebration featured a poster presentation on energy conservation, community engagement activities, and a public awareness program at Hitech City Junction in Hyderabad, supported by the Cyberabad Traffic Police. These efforts educated students, faculty, and the local community on sustainable energy practices, emphasizing the importance of small yet impactful behavioral changes.

The program concluded with a Valedictory Ceremony on December 16, 2024, recognizing participants' contributions and highlighting key takeaways. Students developed leadership and collaboration skills while fostering environmental responsibility. The initiative successfully reinforced Woxsen University's commitment to sustainability, demonstrating how education and community engagement can drive meaningful change toward a greener future.



## 12.5 Sow, Grow, Glow (SGG) Initiative at ZPHS Kamkole

**UN SDG: 4, 5 & 10**

The "Sow, Grow, Glow" (SGG) initiative is a 10-month program designed to empower school students from marginalized communities in Kamkole Village. Through interactive workshops and activities, the initiative promotes holistic development and aligns with multiple UN Sustainable Development Goals, including Quality Education, Gender Equality, and Reduced Inequalities. The program covers essential topics such as English communication, career counseling, financial literacy, entrepreneurship, and social inclusion, aiming to equip students with the skills necessary for personal and professional growth.

The inaugural session on December 11, 2024, led by Dr. Ravikant Kisana, focused on English communication. The session emphasized confidence-building, overcoming communication barriers, and practical language skills. An interactive Q&A and situation-based exercises engaged students in real-world applications of effective communication. With bi-monthly workshops planned, the initiative seeks to foster long-term skill development, increased awareness of social issues, and enhanced career readiness, ensuring a lasting impact on the students and their future opportunities.

## 12.6 Heritage Walk to Salar Jung Museum: Exploring Art, History, and Culture

### UN SDG: 4

The School of Liberal Arts and Humanities (SOLAH) conducted its third Heritage Walk to the Salar Jung Museum on December 7, 2024. This educational excursion brought together first-year undergraduate students, Ph.D. researchers, faculty members, and Dean Konrad, alongside Dr. Ratanpriya and Dr. Swati Nupur Tigga. The visit provided an insightful exploration of the museum's extensive collection of historical artifacts and artistic masterpieces.

The Furniture Gallery captivated visitors with its intricate craftsmanship, reflecting the use of premium materials like mahogany. The Ivory Carvings Gallery showcased remarkable artistry, including Tipu Sultan's ivory chair and puzzle balls. The Bronze Sculpture Gallery illustrated the fusion of religious and cultural influences, while the Weapons Collection highlighted advancements in metallurgy and military strategy.

Students actively engaged with the museum exhibits, analyzing historical artifacts through worksheets that encouraged critical thinking and reflection. They compared objects with elements of their own cultural heritage, explored the historical significance of artistic creations, and even designed their own artifacts based on past eras.

The visit left a lasting impression, deepening students' understanding of human civilization's artistic and cultural evolution. It emphasized how art serves not only as an aesthetic pursuit but also as a narrative of history, societal progress, and cultural interconnectivity. The Heritage Walk reaffirmed the importance of preserving and appreciating historical artifacts for future generations.



## 12.7 Field Visit to Rural Technology Park: Exploring Sustainable Rural Innovations, Art, History, and Culture

### UN SDG: 4

The School of Liberal Arts and Humanities (SOLAH), Woxsen University, organized a one-day field visit to the Rural Technology Park (RTP) at the National Institute of Rural Development and Panchayati Raj (NIRDPR), Hyderabad, on December 20, 2024. This initiative aimed to educate students on sustainable rural technologies aligned with UN Sustainable Development Goals, particularly affordable energy, responsible production, and climate action. The visit was facilitated by experts from NIRDPR, who provided valuable insights into eco-friendly innovations and their entrepreneurial potential.

Students explored a range of sustainable technologies, including handmade paper processing, natural dyeing, biogas production, vermicomposting, apiculture, and climate-resilient construction methods like mud block making and earthquake-proof roofing. They gained practical knowledge about recycling processes, resource efficiency, and the market viability of these innovations. The experience deepened their understanding of the circular economy and the importance of sustainable practices in rural development. Moving forward, students will explore how Artificial Intelligence and Machine Learning can enhance these rural technologies for greater efficiency and impact.





## 12.8 Youth Empowerment Through Entrepreneurship Workshop

### UN SDG: 4 & 10

The 'Youth Empowerment Through Entrepreneurship' workshop, organized by the Department of Business Studies under the School of Liberal Arts and Humanities (SOLAH) at Woxsen University, aimed to inspire and empower students, particularly from rural and semi-urban regions of Telangana, to explore entrepreneurship as a viable career path. This initiative directly addresses the socio-economic challenges faced by the youth in Telangana, where a significant portion of young people aspire to work abroad rather than within India. By offering a platform to educate and motivate these students, the workshop emphasized entrepreneurship as a meaningful alternative to traditional jobs.

The workshop focused on raising awareness about the potential of entrepreneurship, developing essential skills like leadership, financial literacy, and innovation, and shifting perceptions regarding local employment opportunities. With a bilingual approach (English and Telugu), the program successfully engaged over 60 students and 8 faculty members from Government Junior College, Budhera, along with Woxsen University faculty. The positive response demonstrated the initiative's success in sparking entrepreneurial aspirations among youth, particularly those from underprivileged backgrounds. Moving forward, Woxsen University will offer mentorship and guidance, fostering a supportive environment for aspiring young entrepreneurs to refine their ideas and achieve long-term success.



## 12.9 ERS Activity Talk: Save Every Drop, Protect Every Life – Rainwater Harvesting and Waterborne Disease Awareness

### UN SDG: 6

The "Save Every Drop, Protect Every Life" event, organized by the School of Sciences (SOS) at Woxsen University, aimed to raise awareness about the importance of water conservation and the role of rainwater harvesting in addressing water scarcity. The session also focused on educating participants about the risks of waterborne diseases and the importance of clean water in preventing health issues. Led by Dr. Soumyadip Patra and Dr. Amit Kumar Singh, the event saw participation from faculty members, students, and research personnel, all of whom engaged in discussions about sustainable water management practices.

Key highlights of the event included an in-depth look at rainwater harvesting techniques, such as rooftop systems and groundwater recharge, and the critical link between contaminated water and public health challenges. The session aligned with several United Nations Sustainable Development Goals (SDGs), including SDG 6 (Clean Water and Sanitation), SDG 3 (Good Health and Well-being), and SDG 11 (Sustainable Cities and Communities). Participants left with a better understanding of how rainwater harvesting can reduce reliance on over-exploited water resources, prevent waterborne diseases, and contribute to a more sustainable, eco-friendly future. Through this initiative, Woxsen University continues to promote actionable steps towards environmental conservation and community health.





## 12.10 SHE-HEALTH: Empower Her Wellness – Health Awareness Camp

### UN SDG: 3

On 12th December 2024, Woxsen University's School of Sciences, in collaboration with Care & Cure, organized the "SHE-HEALTH: Empower Her Wellness" event, aimed at raising awareness about women's health and well-being. The camp focused on empowering women through knowledge and preventive healthcare, encouraging them to take charge of both their physical and mental health. The event, led by Dr. Daya Shankar (Dean, School of Sciences) and Dr. Beauty Pandey (ERS Coordinator), offered a comprehensive range of health services, including blood pressure monitoring, BMI assessments, and one-on-one consultations with healthcare professionals.

Key highlights of the event included educational workshops on nutrition, lifestyle, and preventive health practices, alongside personalized health consultations that addressed individual health concerns. The camp also fostered a sense of community, encouraging participants to share experiences and build supportive networks. Through this initiative, participants gained valuable insights into maintaining their health and were empowered with practical tools for sustained wellness. By addressing both immediate health needs and long-term preventive measures, "SHE-HEALTH" successfully contributed to fostering a culture of health awareness and well-being, reaffirming Woxsen University's commitment to women's health empowerment.



## 12.11 Woxsen Corporate Olympics



### UN SDG: 3 & 10

As part of the Woxsen Corporate Olympics initiative, the ERS Department at Woxsen University organized a special visit for students from Kamkole Government School. This event aimed to broaden the students' horizons by introducing them to the world of sports and the various career opportunities within the field. The young students were given a guided tour of the university's state-of-the-art facilities, allowing them to explore different sports infrastructure and resources.

The visit not only helped the students learn about the diverse career pathways in sports, but also inspired them to think about sports as a viable and exciting career option. By engaging with faculty members and coaches, the students gained insight into the various opportunities available in the field, from coaching to sports management and beyond. This initiative was designed to motivate and encourage the students to pursue their dreams in sports, while enriching their understanding of the potential career avenues in this dynamic industry. Through this experience, Woxsen University aims to inspire a new generation of athletes, fostering a spirit of ambition and perseverance in the field of sports.

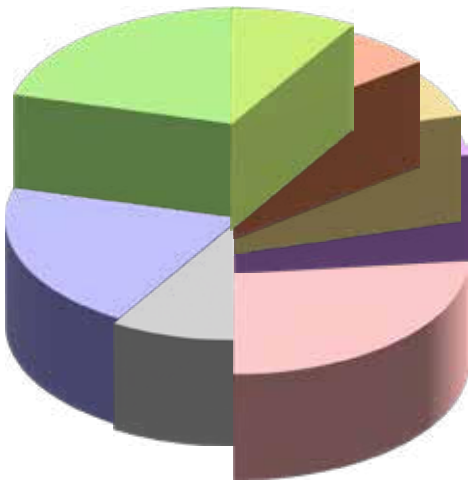
## 12.12 New year Donation Drive

### UN SDG: 3, 4 & 10

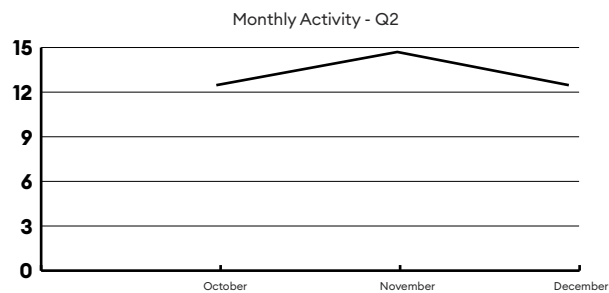
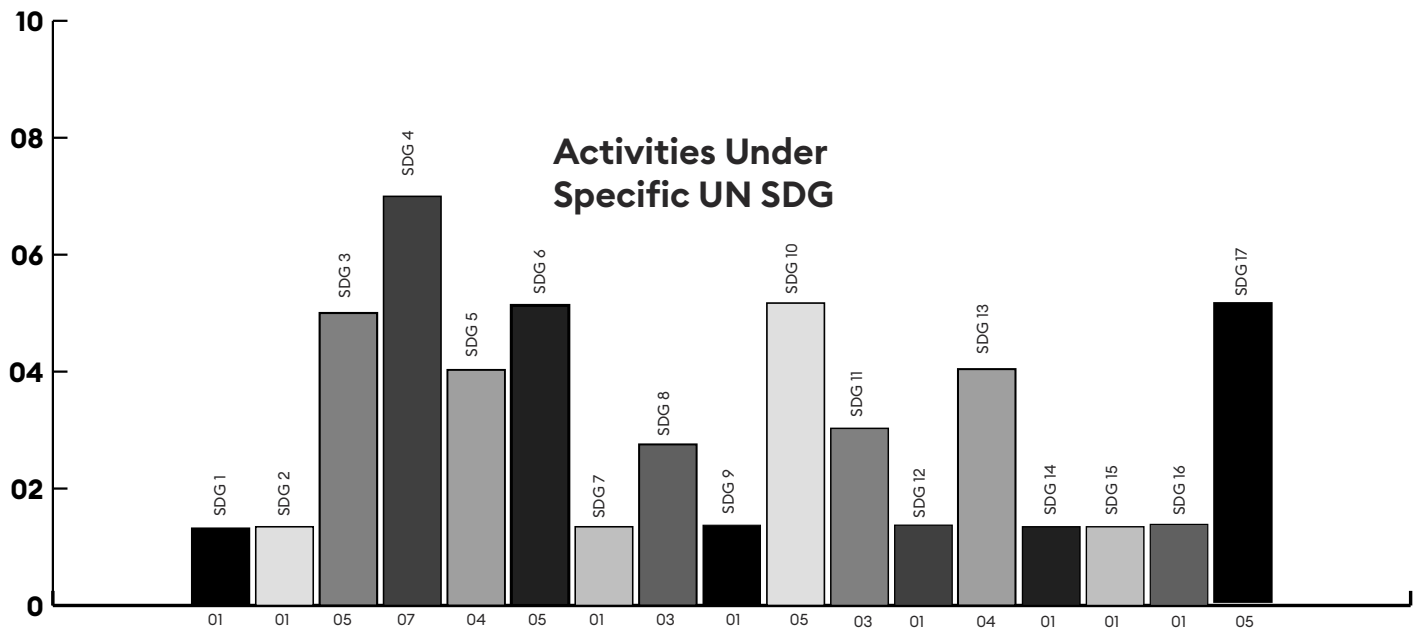
The ERS Department at Wosen University recently undertook a commendable initiative aimed at giving back to the community. With the heartfelt support and contributions from our incredible faculty, staff, and students, the department raised 718,000 to purchase essential books and other required materials for individuals in need. Additionally, a free medical camp was organized to ensure the health and well-being of children. This event also saw the donation of books to ignite curiosity and inspire young imaginations, emphasizing the university's commitment to fostering social responsibility among its members.

To cap off the day, the event was filled with music and dance, spreading smiles and creating memories to last a lifetime. These activities not only highlighted the spirit of generosity within the Wosen community but also demonstrated the impactful outcomes of collective efforts. By addressing crucial needs through these initiatives, the ERS Department contributed significantly to the betterment of society and reinforced the university's dedication to nurturing every child's growth, both mentally and physically.





| School                              | No. Activities |
|-------------------------------------|----------------|
| School of Business                  | 03             |
| School of Technology                | 02             |
| School of Arts & Design             | 02             |
| School of Architecture & Planning   | 01             |
| School of Liberal Arts & Humanities | 09             |
| School of Law                       | 03             |
| School of Sciences                  | 07             |
| ERS Wing                            | 07             |
| <b>Total</b>                        | <b>34</b>      |



In the Q4 of 2024

**40**

ERS Projects

**1723**

Total Engagement





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**Campus**

Kamkole, Sadasivpet, Sangareddy District, Hyderabad  
502 345, Telangana, India



# The British Association for Applied Linguistics

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August 23, 2024

Dear Anik,

We thank you for your application to the BAAL Applied Linguistics Fund for £3,300 in support of your project: *Reconceptualising family language policies from a Southern perspective: Discursive practices around detribalisation, retribalisation and language reclamation in India*.

The committee has given careful consideration to your application against the criteria specified in the call and ranked your proposal in the top four applications. In particular, the committee recognised the need for this type of awareness-raising work in the specific context identified in your proposal.

Sincere apologies for the later than planned notification of your success. Please could you let us know whether you would be happy to accept the funding?

General terms and conditions for funding along with financial arrangements have been publicised in the call. We include them and additional ones below for your reference:

Successful applicants will be required to produce a short report of 1000 words on completion of the project. This will be posted on the BAAL website and published in the BAAL newsletter.

Award holders are also encouraged to give an oral presentation at the BAAL conference on satisfactory completion of the activities. The presentation will not be subject to the usual peer review process. Additionally, award holders are entitled to *one day* conference registration fee waiver, which award holders may pay first and then claim back from BAAL. We hope that you will be able to apply to your home institution to cover any costs related to travel and accommodation. The funding support from BAAL should be acknowledged where appropriate. This applies to all the outputs and activities supported by the fund. Please contact the BAAL Secretary Dr Caroline Tagg for advice as to the use of logo and wording.

25% of the approved budget will be paid at the beginning of the project with the remainder on satisfactory completion of a project. An invoice for the remainder should be sent within 6 months of receiving the BAAL EC's approval of the final 1000 word project report.

All funds must be processed through institutions, preferably by cheque, and not through individuals. Please contact the BAAL Treasurer Dr Bettina Beinhoff regarding the invoice and claim of conference fee waiver.

Prior to embarking on your project, we encourage you to familiarise yourself with the [Recommendations on Good Practice in Applied Linguistics](#).

Congratulations on the success of the application. We are looking forward to working with you. Please feel free to get in touch with us if you have any questions.

Best wishes,

Rachel Wicaksono, Sultan Turkan and Yi Zhang on behalf of the BAAL Executive Committee

The *Xunta de Galicia*, through the General Secretariat of Linguistic Policy, would like to collaborate with the **Woxsen University in Hyderabad (India)** by signing a collaboration agreement for teaching, research and the promotion of the Galician language, literature and culture, not only in the academic field of the University but also in its area of influence through a program of actions to achieve the full revitalization of the Galician language.

The financial contribution of this General Secretariat will be: **four thousand euros (€4,000.00).**

Taking into account that the agreement will be processed under Chapter IV of the general secretary's budget, intended for current transfers, I am informing you of the following:

1. The imputable expenses will be current expenses of the entity, that is, expenses for the provision of linguistic services and other activities to promote the Galician language that do not involve investment.
2. The activities covered by the agreement can be carried out from January 1, 2024.
3. The entity does not have to make any financial contribution.

With the University's acceptance of the collaboration commitment, you must send as soon as possible:

1. Proposal of activities to be developed within the framework of the agreement
2. Economic evaluation of the activities
3. Account number and bank entity
4. Once we receive the activity proposal and its assessment, we will send you the draft agreement for your approval.

Likewise, I am sending you the file containing the declaration of responsibility and the authorization to this general secretariat to request the certifications that - if you agree - must be filled out and signed by the person in charge of that entity.

The requested documentation must be sent to the email address of the Deputy General Director of Linguistic Planning and Revitalization: [lectorados@edu.xunta.es](mailto:lectorados@edu.xunta.es)

**Contact numbers:**

M<sup>a</sup> Lourdes Batán Aira: 881 996 328

M<sup>a</sup> Pilar Vázquez Bascuas: 881996 314

Santiago de Compostela, on the date of the digital signature

Valentín García Gómez

The General Secretary of Language Policy

The Autonomous Government of Galicia





## **PRME City Chapter Event at Woxsen University, Hyderabad**

**Date:** 13th October 2023

**Time:** 10 a.m. onwards

**Venue:** Woxsen University Campus

**Theme:** City Chapter Meet

On the 13th of October 2023, Woxsen University in Hyderabad hosted a one-day event as part of the PRME City Chapter initiative. The PRME City Chapter, designed for cities striving to integrate sustainability into their strategies, served as a collaborative platform for knowledge exchange and sustainable development efforts.

The overarching goal of this event was to cultivate responsible decision-makers who can drive sustainable development in the future. It provided a unique platform for professionals from diverse sectors, including city officials, academicians, and business leaders, to converge, fostering connections and collaborations among like-minded individuals who shared similar interests and objectives.

### **1. Welcome by Dean, School of Business (followed by Lighting of the Lamp)**

The event began with a warm welcome by the Dean of the School of Business, Dr. Kakoli Sen. This was followed by the traditional "Lighting of the Lamp," symbolizing the commitment to sustainability. The Dean acknowledged the sponsors, Colruyt and Alpha Group, for their support in making the event possible.

Addressing the Telangana Social Impact group, the Dean highlighted the importance of local collaboration for sustainable urban development. She thanked all attendees for their presence and shared the day's agenda, emphasizing how the university aimed to inspire sustainability and responsibility in the community. The esteemed guests also participated in the "Lighting of the Lamp" ritual, symbolizing unity in the pursuit of sustainability.

### **2. Woxsen as a Champion PRME school and highlights - Dr. Raul Rodriguez, Vice President Woxsen University**

Dr. Raul Rodriguez Spoke about, Woxsen University, a Champion PRME school, which has been dedicated to the PRME initiative for almost two years, and also about the university's work at the New York Global Chapter event done by Mr. Chahat Mishra as an international relations head. The university's commitment to responsible management is reflected in its five core pillars: research, corporate alignment, internationalization, ethics, responsibility, sustainability, and entrepreneurship.

Woxsen's emphasis on community impact and social responsibility was evident through its ERS (Education, Research, and Social) activities. These initiatives not only create a positive impact on the beneficiaries but also offer a transformative perspective to participants. The university's primary focus is on improving the community rather than engaging in competition for students and rankings, with an emphasis on the essential role the university plays in driving positive change. He also urged universities to keep this in mind and come together more for such collaboration. Dr. Raul Rodriguez also highlighted the collaborative efforts of the corporate alignment team, working together with international students and faculty. Regarding future initiatives, Woxsen unveiled plans for a joint project with Colombia. This project is designed to empower disadvantaged women by providing them with job opportunities, with a particular focus on enabling village women to work abroad, ultimately creating opportunities for those in need, such a cross-collaboration has never been done before.

### **3. Why responsible education must be the game changer of the decade - Mrs.V.Karuna, Secretary, Department of Education, Telangana**

In her thought-provoking address, Mrs. V. Karuna, Secretary of the Department of Education in Telangana, highlighted the urgent need for responsible education to serve as the game changer of the decade. She emphasized that as a generation, we cannot afford to be casual about our future, especially in the face of pressing environmental challenges.

Mrs. Karuna commenced her address by drawing attention to the "Haritha Haram" initiative, a massive afforestation campaign in Telangana. The Secretary remarked how every corner of the city and state now gleams with lush greenery, and this transformation is a testament to the power of collective action. One of the most significant indicators of progress, Mrs. Karuna pointed out, is the remarkable increase in forest cover. Telangana has seen remarkable growth from 23% to 30% of its land dedicated to forestry. This surge in green cover is a result of concerted efforts and a growing awareness of the importance of environmental responsibility. Mrs. Karuna went on to stress that the responsibility for sustaining this transformation doesn't solely rest with the government or a select few; it's a shared duty of the students and citizens alike. Responsible education, she argued, is pivotal to this equation. It's the force that can empower individuals to understand the gravity of environmental challenges and inspire them to take meaningful actions.

In conclusion, Mrs. V. Karuna's address highlighted that responsible education isn't just a choice; it's an imperative. It's the game changer of this decade, capable of equipping individuals with the knowledge and values required to address environmental concerns and create a sustainable, green future for generations to come.

### **4. Telangana state sustainability vision and role of HEIs - Chief Guest**

## **Dr. Rajat Kumar, Special Chief Secretary, Irrigation and CAD, Government of Telangana**

In his insightful address, Dr. Rajat Kumar, the Special Chief Secretary for Irrigation and CAD in the Government of Telangana, shed light on the state's remarkable sustainability journey and the pivotal role of Higher Education Institutions (HEIs) in shaping its future. Dr. Kumar began by highlighting a staggering achievement - the Telangana government had single-handedly crossed a quarter of its carbon sink goal, underscoring the state's unwavering commitment to environmental stewardship. He proudly shared that over the course of 7-8 years, the state had planted around 2.5 billion trees, not only halting environmental damage but also contributing positively to it. He went on to discuss the Kaleshwaram project, completed in just three years, and its impressive accomplishments. Among them, the fisheries industry had tripled in the last 7-8 years, and groundwater levels in Hyderabad had seen a significant rise. The economic transformation was equally remarkable, with Hyderabad's per capita income increasing from 10,000 to 3.5 lakhs. Land productivity was at an all-time high, with the city's value increasing tenfold, and an increase in the state's share of GDP from 2.5% to 9%. Dr. Kumar emphasized the vital role of empowering women in the workforce and promoting gender equality. He pointed out that, compared to East Asian countries, Indian women often face more challenges in accessing education and employment. The situation was particularly challenging in less developed states like Bihar, Madhya Pradesh, Rajasthan, and Uttar Pradesh. Acknowledging both social and environmental threats to society, Dr. Kumar stressed the importance of educational curricula that focus on social and environmental studies rather than traditional moral or religious teachings. He congratulated Woxsen University for its leadership in sustainability initiatives and extended the government's support to the institution. Dr. Kumar encouraged the audience to not only embrace these principles on an institutional level but to implement them on a personal level as well.

In conclusion, the Dean of the School of Business presented a token of thanks, expressing gratitude for Dr. Kumar's illuminating address and his support for the university's sustainability efforts.

## **5. Hear it from the PRME Global Student Representative - Mr. Vishal K.**

Mr. Vishal K., a vital part of Woxsen University's Alumni Relations and the current PRME Global Student Representative, shared his remarkable journey and contributions in his heartfelt speech. Vishal's association with Woxsen University began back in 2018, and he recalled his journey of giving back to the institution. It all started with his role as the Divisional President of Street Cause, where he took the initiative to educate an underprivileged girl child. This act of compassion ignited his passion for creating positive change within and beyond the university. The path to becoming a PRME Global Student Representative was far from easy. Vishal had to draft his application video multiple times, working tirelessly as the deadline loomed. What made



this feat even more remarkable was the fact that he was juggling this demanding task while his mother was hospitalized. Nevertheless, he persevered, recording and completing his video in just an hour. It was this unwavering dedication that earned him the role of PRME Global Student Representative. In his role, Vishal took on the responsibility of analyzing societal problems and connecting with students from diverse corners of the globe, including Africa and Australia. Collaborating with these students, he strived to find solutions to some of the world's most pressing challenges. Within a mere six months, his dedication and insights led to his promotion as the Task Force Coordinator, where he provided valuable perspectives on issues like climate change and its implementation. Vishal concluded his speech by expressing his deep gratitude to Woxsen University and its exceptional leaders for the opportunities he'd been afforded. He also extended his unwavering support to the university, emphasizing the profound impact the institution had on his journey toward making a positive difference in the world.

## **6. Woxsen Project Aspiration Highlights - Amartya Srimali**

### Teaching and Training Program-

The Training Program of Project Aspiration was led by postgraduate students of Woxsen University and mentored by Dr. Kakoli Sen, Dean of the School of Business, and Dr. Shubhendhu Patnaik. The training programs spanned three weeks during which girls were exposed to various aspects of the future. The primary goal was to help them develop SMART (Specific, Measurable, Achievable, Relevant, Time-bound) Goals and learn how to work towards achieving them. Professors from different schools at Woxsen University conducted sessions where they briefed the students on various avenues of higher education and career opportunities.

### Debates and Discussions-

The Project Aspiration team organized various debates and discussions on crucial social issues. These activities aimed to open up young minds and encourage critical thinking.

### Role-Play and Simulation Activities-

After the completion of the workshop, the students applied their learnings in role-play and simulation activities. These practical exercises allowed them to practice and implement what they had learned.

### Empowering Girls and Strengthening Project Management Skills-

Project Aspiration is not only about empowering girls from marginalized sections of society but also about strengthening the project management skills of MBA students involved in the program.

### Student Experiences-

Satvika and Ashwini, students from Munepally School, shared their experiences and expressed their happiness at being part of the Project Aspiration program. They noted that the program helped them realize their goals and aspirations, making them more confident and imparting valuable knowledge. It was an enriching experience for the students, equipping them with essential skills and empowering them to pursue their dreams.

## **7. Panel Discussion on “Importance of imparting responsible education in HEIs”-**

**Moderator: Dr. Shruti Choudhary.**

**Panelist: Dr. Manuel Rincon, Woxsen University**

**Dr. Chakradhar, HoD – MBA, VJIT**

**Dr. Nageswar Rao -**

**Donkor Nawaah - Assistant Professor, Department of Finance, Woxsen University**

### *1. How We Can Implement Sustainable Practices in Education and Align with the Corporate World (Nageswar Rao)*

Dr. Nageswar Rao initiated the discussion with gratitude towards the panel and Woxsen University. He emphasized that responsible education was unique in its own right. Dr. Rao argued that the ultimate purpose of education shouldn't be merely obtaining a certificate but, more profoundly, shaping individuals.

He drew a parallel with the ancient Indian Gurukul system, where education began at a young age. Dr. Rao advocated that subjects such as human ethics should be integral to education from childhood, nurturing ethical values early on. He stressed the importance of education in making individuals more ethical, underlining that ethics and morals are imbibed at home and by teachers.

Dr. Rao highlighted the distinction between literacy and education, asserting that education molds a person into an all-rounder, a nation-builder, and a responsible member of society through critical thinking.

### *2. How to Align Education Curriculum for Student Readiness in Sustainability (Dr. Manuel Rincon and Dr. Donkor Nawaah)*

Dr. Manuel Rincon proposed the idea of creating a separate subject on corporate social responsibility and periodically conducting CSR classes. He suggested that ethics should be incorporated into every class rather than compartmentalized, fostering motivation and a sense of purpose.

Dr. Donkor Nawaah, a professor at Woxsen University, emphasized the importance of creating an environment where professors and students can engage in open discussions. He encouraged universities to promote ethical topics, thereby cultivating habits that concentrate on social and economic development.

Nawaah stressed the value of increasing opportunities for social events and one-on-one faculty sessions. He highlighted the pivotal role of faculties in shaping students' learning experiences and recommended specialized training for faculty members to strike a balance between professionalism and friendliness.

Nawaah underscored the significance of digitalization in enhancing the curriculum, especially in the current online era, leveraging technology for student development.

### *3. How India is Working on Maintaining Sustainable Practices (Answered by Dr. Chakradhar)*

Dr. Chakradhar started his speech by discussing the importance of education. He emphasized the need to provide education to those who don't have access to it, particularly students in government schools who face infrastructural challenges. Chakradhar addressed the question, "What is the carve of education today?" and discussed how individuals from rural backgrounds often lack access to books but manage to build their educational fundamentals. He emphasized the need for continuous learning, one-on-one interaction, and the role of educators in serving the nation. Chakradhar also shared his practical experiences in educating students in rural areas, highlighting the importance of making education accessible to all, regardless of their background.

## **8. Panel Discussion on "The Path to Sustainable Economic Growth – Sectoral Challenges**

**Moderator: Dr.Kakoli Sen**

**Panelists:**

**Ms. Anuradha Sharma, Head Legal and Company Secretary at Colruyt Group India**

**Mr. Shubham Pahwa, Lead CSR and DEI, Bata India Ltd.**

**Dr. Mudrika Khandelwal, Dean Corporate Connect and Alumni, IIT Hyderabad**

**PP Sreyash, Founder & Managing Trustee, Project Bodhan**

**Prof Bhavannarayana K, Principal, Priyadarshini College of Management**

*1. What are the sectoral challenges in your specific fields ? How do you think we need to prepare our students to prepare for that? (Ms. Anuradha Sharma)*

Ms. Anuradha Sharma introduced her organization's principles, the 5P principle - "People, Planet, Profit, Peace, and Partnership," with Peace and Partnership being the latest additions. She emphasized the idea that profit should not be the sole objective, but rather the result of doing



things the right way. Industrial and economic growth is crucial, but it should go hand in hand with a focus on sustainability, inclusion, and other vital aspects.

Mrs. Sharma stressed that holistic development can only be achieved with sustainable growth in all sectors. She highlighted the challenges faced by various sectors, such as the agricultural sector's overproduction leading to the green revolution and excessive use of genetically modified seeds and fertilizers. The manufacturing sector has resulted in excessive waste, particularly packaging material. The transport sector is heavily reliant on fossil fuels, and the financial sector has experienced irresponsible growth. These challenges stem from a lack of attention to the long-term consequences.

To prepare students for these challenges, awareness of these issues must be raised in higher education. Students need to understand the requirements for sustainable development, as they are key to ensuring a better future.

## *2. What are the new trends that are coming up which could improve ?(Mr. Shubham Pahwa)*

Mr. Shubham Pahwa expressed his gratitude for the opportunity and praised Woxsen for creating future-ready resources. He discussed Bata's journey and how tough decisions were pivotal in reviving the company between 2000 and 2010.

He introduced a program where customers can donate old shoes, with good ones provided to the needy and unusable ones sustainably discarded. This initiative encourages customers to return twice the number of shoes they purchase. He spoke about how Bata is focused on creating a circular economy where everything purchased has a decided life before it is even made. Bata's CSR activities target frontline workers such as: Police, Health workers, Municipal corporation, Children at government and non-formal schools, Orphanages.

## *3. Sustainability in Technology and Social Concerns (Dr. Mudrika Khandelwal)*

Dr. Mudrika Khandelwal, the dean and alumna of IIT Hyderabad, emphasized the need for "inventing and innovating technology" rather than focusing on challenges. She stressed the importance of society's growth as a whole for individual progress.

Khandelwal discussed finding solutions to technologically and scientifically challenging societal concerns through material intervention, focusing on sustainability. She also touched upon the importance of women's menstrual health and the need for sustainable and affordable solutions that prioritize hygiene and comfort.

## *4. Addressing Sustainability Challenges , Concluding remarks (PP Sreyash)*

PP Sreyash reflected on the discussions since the morning and the need for change. He highlighted the theme of sustainability through inclusivity for the year, with a focus on G20 influencing people. Mr. Sreyash noted that only 3% of corporate social responsibility (CSR) goes toward inclusion. He discussed the challenges faced by a small-scale industry community called Kanchanjanga.

He emphasized that social aspects should not be separated from sustainability and questioned whether the 2030 vision was being achieved. Sreyash shared an example of a gathering in Chennai to discuss issues faced by migrant laborers. Mr. Sreyash suggested bringing industry experts to the table to discuss these topics consistently and regularly. He praised Woxsen University's initiatives and suggested that schools and universities should take responsibility for saving nearby environmental areas.

#### *5. Concluding Statements on Consumerism and Waste (Prof. Bhavannarayana K)*

Prof. Bhavannarayana discussed the challenges posed by consumerism, particularly in terms of waste management. He shared information about the "Wealth out of Waste" project undertaken in their college. The discussion shed light on various sectoral challenges and the importance of preparing students to tackle them. Panelists also emphasized the need for a shift toward sustainability in various fields and the critical role of higher education in creating a more sustainable future.

- BREAK -

#### **9. Showcasing Presentations - HEIs & NGOs**

**Jury- Dr. Chandrika Parmar Chair PRME, India Chapter ,Mrs. Anuradha Sharma - Head Legal and Company Secretary at Colruyt Group India ,Mr. Shubham Pahwa, Lead CSR and DEI, Bata India Ltd. , Dr.Mudrika Khandelwal, Dean Corporate Connect and alumni, IIT Hyderabad**

Each participating HEI or NGO gets an opportunity to present their initiatives. They delve into the details of their projects, sharing their objectives, the methods used for implementation, and the incredible impact they've achieved. These presentations are a testament to their innovation, dedication, and problem-solving capabilities. The audience and a panel of judges engage in interactive sessions with the presenters. They seek clarifications, delve deeper into the projects, and gain a more comprehensive understanding of the work carried out by these organizations. The judging process is transparent and thorough. A panel of experts evaluates the presentations, taking into account criteria such as innovation, impact, sustainability, and scalability.

## ***1. VJIT - Joshita, Kunal , Neeraj, Shankar***

Innovations Presented:

### **1. Innovative Educational Outreach Project: CANSATs**

#### **Primary Objectives:**

Introduction of an innovative Mechanical Gyro-control system to demonstrate the descent stabilization of the CANSAT.

- Implementation of a CANSAT descent control system, featuring a deployable double parachute with a burn wire mechanism that activates at an altitude of 500 meters.

#### **Secondary Objectives:**

Exploration of novel descent trajectory control using Control Moment Gyros.

Utilization of innovative materials, particularly PLA material.

Integration of innovative sensors, including gas sensors, and advanced communication systems.

Inclusion of image capture capabilities from separation until final touchdown.

Introduction of innovative recovery techniques, such as HAM radio beacons.

Implementation of innovative quality and reliability analysis methodologies.

### **2. CLOUD BURST PREDICTION**

Duration of the Project: 1 Year

Project Beneficiaries: This project aims to minimize property damage and loss of life caused by unpredictable short bursts of rainfall. It leverages real-time parameters and machine learning models trained on historical cloud burst events. Diverse algorithms are employed to enhance prediction accuracy based on learned patterns from the training dataset.

### **3. Nap No More**

Duration of the Project: 6-9 Months

Project Description: An innovation in the form of a sensor-based drowsiness detection system. This system includes web server integration, app development, real-time alerts, motor control, parking lights activation, web-based app activation, IoT connectivity, safety-centric app development, data analysis, and family alerts via an app. It focuses on ensuring road safety by alerting drivers when they are drowsy to prevent accidents caused by driver fatigue.

### **4. Internet of Things (IoT) based Grain Storage and Monitoring System**

Duration of the Project: 36 Months

Project Beneficiaries: This project is designed to empower Scheduled Caste communities in Moinabad Mandal, Rangareddy District, Telangana State. It involves the development of an IoT-based grain storage and monitoring system. The project aims to strengthen 80 Self Help Groups (SHGs) through science and technology interventions, including the formation of new SHGs during the project's course.



VJIT's presentation showcases a wide array of innovations spanning space technology, weather prediction, road safety, and social and economic empowerment through technology. These innovations reflect a commitment to addressing real-world challenges and bridging the gap between academia and industry in various sectors.

## ***2. BVRIT: Dr. K Srinivas Rao***

### Interventions in Handicrafts for Sustainable Livelihoods

**Objective:** The primary objective of this project is to intervene in the field of handicrafts to support sustainable livelihoods. The project aims to benefit over 1000 women and has a duration of 2 years. The main problem addressed by this initiative is the insufficient rainfall that has severely affected the livelihoods of people in Telangana. Drought conditions, especially in semi-arid regions, have pushed many families to the brink of poverty, causing them to fall into debt traps.

**Toy Making Using Coconut Coir:** To counter these challenges, the project has initiated toy making using coconut coir in clusters located in Gummadidala and Bonthapalli. Traditional artisans from these villages in Junnaram Mandal of Medak district, Telangana, are involved in crafting toys from lacquer. The toys and decorative items are colored using dyes extracted from the Butea Monosperma flower, which are obtained by boiling and extracting the color. The project highlights its scalability potential. The growing global demand for environmentally friendly products presents a significant opportunity for expansion. The low-cost nature of the current intervention offers the potential for high returns.

### ***Questions by the Jury and Responses:***

1. **Plans for Scaling:** The project plans to start by identifying the number of Butea Monosperma plants/flowers they have. Expansion to other villages is on the agenda to reach a broader demographic.

2. **Cost and Pricing:** The labor cost is approximately 20 Indian Rupees, and the selling price of the products is around 100 Indian Rupees.

This presentation underscores the importance of interventions in handicrafts as a means of sustainable livelihoods in regions affected by drought. By using local resources and traditional knowledge, this initiative not only provides income opportunities but also contributes to environmental sustainability. Furthermore, its scalability demonstrates the potential for broader impact and economic growth in the handicraft sector.

### ***3. Griet: Dr. T Padma***

#### **1. Green Kas and Unnat Bharat Abhiyan: SANKALP (One Year)**

Location: Gunakochapally (where vegetation is the primary source of income)

This initiative emphasizes the importance of greenery and sustainable development in rural areas.

The program spans one year and aims to make a positive impact on the lives of the people in Gunakochapally.

The objectives of the project include increasing awareness about sustainable agriculture, providing training sessions, and encouraging higher studies, particularly for 8th, 9th, and 10th-grade students.

#### **2. IoT Water Sprinkler System for Villages**

A water-saving initiative that uses an Internet of Things (IoT) water sprinkler system.

The system is designed to save up to 80% of water by using moisture sensor data and a Wi-Fi-enabled mobile application.

The primary goal is to efficiently manage water resources and promote sustainable irrigation practices in rural areas.

The presentation highlights the multifaceted approach of Gokaraju Rangaraju Institute of Engineering and Technology, which encompasses agriculture, technology, and education. The initiatives not only aim to improve agriculture practices but also empower local communities and enhance the quality of life. The IoT water sprinkler system contributes to efficient water management, saving valuable resources and reducing water wastage. It also underscores the institution's commitment to environmental sustainability.

### ***4. IMT: Shubham Tripathi***

The "Literacy Camp" at IMT Hyderabad spans over four months and is specifically designed for children aged 6-13. This project targets underprivileged children in India, who often face limited access to quality education, resulting in significant disparities in literacy and computer skills compared to their more privileged peers. These disparities have far-reaching effects on their future prospects, impacting their performance in school, employment opportunities, and civic participation.

To bridge this gap, the "Literacy Camp" adopts a multifaceted approach. It creates a wide array of learning materials, carefully tailored to reflect the diverse interests of these children.

Additionally, technology is harnessed to make learning more engaging and accessible. The program itself is an intensive four-month undertaking that offers a holistic curriculum to address these disparities, ultimately empowering these young learners for a more promising future.

NGOS:

***1. ISHVA: Ms Shilpa V, Ms Paramathi Dasgupta***

The Ishva Foundation, led by Ms. Shilpa and Ms. Paromitha, addresses the critical issue of equity in the academic achievements of children from urban slums compared to their peers in private schools. Their vision is to offer underprivileged children in urban areas the opportunity to reach their full potential.

The foundation's mission revolves around creating learning centers within these urban communities, providing a platform for education and learning through the involvement of multifaceted, high-caliber mentors. Ishwa Foundation is committed to supporting gender equality and collaborates closely with communities to ensure that children receive the facilities they need. All of this is intrinsically linked to fostering economic growth.

With nine operational centers in Hyderabad and a dedicated team of over a hundred mentors, each mentor commits three hours per week to volunteer. What sets Ishwa apart is its long-term commitment. Not only do they support children during their school years, but they also extend their assistance to post-10th grade academics. Remarkably, many former students have returned to the foundation as teachers, demonstrating the lasting impact of the foundation's work.

Ishwa Foundation has been actively transforming lives since its inception in May 2015, marking nine years of dedicated service to the community.

***2. Street Cause: Shruti Chandra***

***CEO of Street Cause India , Akshith Muppidi COO of Street Cause India***

Street Cause, established in 2009, is a dynamic and student-run organization dedicated to nurturing socially conscious youth leaders and creating sustainable social impact. Under the leadership of Shruti as CEO and Akshat as COO, Street Cause has grown to become one of the largest student-run NGOs, partnering with 70 educational institutions.

The organization's diverse projects, under the banner of EFORCE, span various domains. These include Paw for animal welfare, Pride for strengthening the LGBTQ+ community, IMR for fostering innovation, and Debate to raise awareness about the UN Sustainable Development Goals (UNSDGs).

Street Cause has undertaken several major projects, raising funds individually and collectively. Notably, they introduced a cost-effective method for treating large quantities of water in Jalandhara. They've also improved the quality of education by donating water tanks, benches,

and maintaining school washrooms. In a rural context, the organization has made a significant impact by installing solar-powered streetlights for Prabhakara tribal families, promoting not only safety but also the use of clean energy. The Silpa Shakti Abhiyan is yet another commendable initiative, generating employment in remote areas to empower women.

Street Cause secures funding through Corporate Social Responsibility (CSR) partnerships and continuously develops leadership skills among its volunteers. Their new objectives include establishing six units for innovation and research focused on socio-economic solutions, launching a global water project, and aligning their vision with the UN's Sustainable Development Goals for 2030. They also aim to initiate at least one new project per year and aspire to produce socially conscious leaders through collaborations with corporates.

### ***3.Bhodhan: PP Shreyas***

PP Shreyaas, the Founder & Managing Trustee of Project Bodhan, shared valuable insights into the development sector during the presentation. Project Bodhan, with its initiative "Bridging the Way towards Adulthood," focuses on youth advocacy to change perspectives and explore holistic horizons. The organization's work is centered around various themes, including sex education, mental health, skill development, sustainability, and Global Development Goals.

The impact of Project Bodhan is significant, with reach extending to more than 800 audiences. They have successfully collaborated with over 17 organizations and executed 20+ projects in 11+ cities across India. Their influence has a global footprint, with volunteers hailing from the USA, Argentina, and Africa contributing to their mission.

In his presentation, PP Shreyaas emphasized the importance of connecting with the Sustainable Development Goals (SDGs) and delved into insights regarding the development sector. He highlighted the synergy between STEM and Liberal Arts, demonstrating how academic pursuits and student-driven clubs can play a pivotal role in driving positive change and sustainable development.

### **10. Developing PRME in Telangana, Woxsen in lead- Dr. Chandrika Parmar Chair PRME, India Chapter**

Dr. Chandrika Parmar, Chair of PRME, India Chapter, who emphasized the importance of individual responsibility and the need for collective action. She spoke about the significance of micro-level activities in creating a larger ecosystem and highlighted the danger of moralizing in sustainability efforts. She shed light on the "Goc - 360 MBA" program, which encourages students to immerse themselves in rural India for a month, emphasizing the value of experiential



learning and community engagement. A systems approach was discussed in detail, revealing the positive impact of women who had previously dropped out of the workforce but have now found opportunities for employment. Dr. Parmar thanked Woxsen University for hosting the event and acknowledged the patience of the students. She summarized the event's key themes, stressing the importance of coming together to grow collectively and solve pressing issues. The decline in the women's workforce participation rate was addressed, and it was a focal point for discussions on ways to reverse this trend.

Dr. Parmar underscored the role of PRME as a platform for individuals and institutions to unite and work towards sustainable development. She highlighted that PRME is a vehicle, and its impact depends on the collective efforts of its members. The event concluded with a call to embrace the ideas shared during the day, emphasizing that meaningful change starts with the active participation of every individual.

### **11. Telangana Social Impact Group briefing- Ms.Archana Suresh Director, Telangana Social Impact Group**

Mrs. Archana Suresh, the Director of the Telangana Social Impact Group (TSI). She leads the TSI, an organization dedicated to social and sustainable development in Telangana. Mrs. Suresh began her presentation by showcasing a video that highlighted various sustainable development activities conducted by the TSI. These included the "UDAAN" project, which focused on supporting migrant laborers, the "Bal Raksha" vehicle aimed at preventing child marriages, and various plantation drives. She also discussed the "Bring a Smile Foundation," an initiative she started, which collects clothes, footwear, and other items from apartment residents and donates them to those in need. The Importance of Passion and Networking

Ms. Suresh emphasized the importance of passion in driving social change. She shared a personal anecdote of how her network helped her land a job and encouraged the audience to embrace their passions to make a difference in their chosen fields. She emphasized that acts of help and donations don't need to be monumental; even small contributions can have a significant impact. Advice to Students

In her inspiring address, Mrs. Suresh advised students to expand their interests and explore multi-dimensional approaches. She stressed the value of being kind and encouraged networking through shared interests. She concluded by emphasizing that positive changes start with every individual and that collective action can lead to significant transformations.

### **12. Woxsen Ripple Effect Award - Presented by Dr. Kakoli Sen**

The awards and prizes were distributed in two categories:

2 Lakh Prize for Universities: This prestigious prize was *awarded to BVRIT University.*

1 Lakh Prize for NGOs: *The Ishva Foundation* was honored with this prize for their exceptional work.

In recognition of their participation and dedication, all participating universities and NGOs were presented with certificates and trophies as tokens of appreciation.

In her closing remarks, Dr. Kakoli Sen extended her heartfelt gratitude to all the universities, NGOs, and participants for their unwavering commitment to sustainable development and responsible education. She emphasized that the collective efforts showcased at the event would have a lasting impact on society. Dr. Sen encouraged all attendees to continue their remarkable work in promoting positive change and sustainable practices.

She reiterated the importance of responsible education as the driving force for positive change and urged everyone to carry the spirit of the event into their future endeavors. With a sense of hope and inspiration, Dr. Kakoli Sen concluded the event, looking forward to the continued growth and success of initiatives in responsible education and sustainable development.

## **GREEN MILE – VILLAGE OF MUGDHAMPALLY**

### **1. REPORT SUMMARY:**

|       |                                        |                                                                                                   |
|-------|----------------------------------------|---------------------------------------------------------------------------------------------------|
| 1.1)  | Program Name                           | Green Mile – Field Visit by ERS-SOT (Primary School Grades 1–5)                                   |
| 1.2)  | Date & Time                            | 31/07/2025 – 10:00-2:00                                                                           |
| 1.3)  | School/Dept                            | School of Technology                                                                              |
| 1.4)  | Venue                                  | Maqdampally                                                                                       |
| 1.5)  | Aligned UN SDG                         | 9                                                                                                 |
| 1.6)  | Activity Type                          | Awareness raising                                                                                 |
| 1.7)  | Impact Group                           | Students of Grade 1-5                                                                             |
| 1.8)  | Total Participants                     | 10 total- 3 faculty, 7 students from SOT                                                          |
| 1.9)  | Total Woxsen Student participated      | 7                                                                                                 |
| 1.10) | List of staffs involved in the program | 3faculty,<br><br>Dr. Dharamendra Mishra<br><br>Dr. Anusree<br><br>Prof. Meher Gayatri Devi Tiwari |
| 1.11) | Link to LinkedIn post                  |                                                                                                   |

### **2. INTRODUCTION:**

This field visit was initiated as a vital step toward understanding and addressing the foundational learning needs of children in rural educational settings. It aimed not only to observe but to actively engage with students from grades 1 to 5 in order to identify core academic, infrastructural, and socio-behavioral challenges affecting their learning journey. The visit provided a real-time glimpse into the educational ecosystem of government primary schools, including the condition of classrooms, availability of teaching resources, and overall learning environment.

The visit was designed as a two-way interaction—while Woxsen students and faculty assessed the ground realities, they also conducted various interactive sessions intended to support and stimulate young minds. These included storytelling, drawing competitions, sports, and awareness-based activities on hygiene, discipline, and gender sensitivity. Such engagements not only aimed to create a positive and enriching learning experience for the children but also helped the visiting team develop empathy and insight into the pressing issues surrounding rural education.

Ultimately, the field visit served as both a learning expedition for Woxsen participants and a meaningful intervention for the school children, fostering educational awareness, community bonding, and a call for inclusive development aligned with the UN Sustainable Development Goals (SDG 9 & 11).

### **3. OBJECTIVE OF THE PROGRAM:**

- Understand and identify gaps in foundational learning
- Assess infrastructure and teaching resource availability
- Observe the behavioural, academic, and physical environment
- Conduct educational and engagement sessions to support student development

### **4. KEY OBSERVATION / DISADVANTAGES IDENTIFIED**

- Old buildings with roof leakage
- No proper sanitation facilities
- Poor/dark classrooms
- Lack of basic stationery and classroom resources
- No co-curricular activities
- Shortage of faculty and dustbins
- No blackboard in some classrooms
- No proper maintenance of the play area
- No student uniforms
- Instances of verbal and physical abuse among students
- Gender insensitivity and lack of awareness
- Significant learning gaps among children

### **5. INITIATIVES & OPPORTUNITIES IDENTIFIED :**

- Teaching sports and providing stationery
- Conducting extra-curricular activities (crafts, storytelling, games)



- Awareness talks on bullying and gender sensitivity
- Drawing competitions, yoga and meditation
- Cleanliness drives and hygiene sessions
- Discussions on future studies and setting goals
- Respect and discipline education
- Screening of educational and fun movies
- Clay modelling and workshops for creativity

**6. PHOTOGRAPHS OF THE PROGRAM:**

































# STEM STARS: INSPIRING GIRLS FOR HIGHER EDUCATION

## 1. REPORT SUMMARY:

|       |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1)  | Program Name                           | STEM STARS: INSPIRING GIRLS FOR HIGHER EDUCATION                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1.2)  | Date & Time                            | 18.03.2025 & 3:00 PM-6:00 PM                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 1.3)  | School/Dept                            | School of Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1.4)  | Venue                                  | Library Basement and Labs                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1.5)  | Aligned UN SDG                         | 4,5                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 1.6)  | Activity Type                          | Educational Outreach & Awareness, STEM Career Guidance, Laboratory Exposure & Hands-on Learning                                                                                                                                                                                                                                                                                                                                                               |
| 1.7)  | Impact Group                           | Higher Secondary Girl Students                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1.8)  | Total Participants                     | ~160                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 1.9)  | Total Woxsen Student participated      | ~30                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 1.10) | List of staffs involved in the program | All Science Faculties, researchers and instructors                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1.11) | Link to LinkedIn post                  | <a href="https://www.linkedin.com/posts/dr-revathi_stemeducation-futurescientists-ersinitiative-activity-7308003378851160064-JJt9?utm_source=share&amp;utm_medium=member_desktop&amp;rcm=ACoAAC4RN1ABRpAibE_MlcYxye9ZYWOwnsGF-FA">https://www.linkedin.com/posts/dr-revathi_stemeducation-futurescientists-ersinitiative-activity-7308003378851160064-JJt9?utm_source=share&amp;utm_medium=member_desktop&amp;rcm=ACoAAC4RN1ABRpAibE_MlcYxye9ZYWOwnsGF-FA</a> |

## 2. INTRODUCTION:

As part of the **Ethics, Responsibility, and Sustainability (ERS) initiative**, School of Sciences, Woxsen University hosted a group of **160 students from TGRS and JC Government High School** on **March 18, 2025**, from **3:00 PM to 6:00 PM**. The purpose of this visit was to introduce students to **career opportunities, scholarships, and inspiring contributions of women in STEM**, while also providing them with hands-on exposure to **scientific research and innovation** through lab visits.

## 3. OBJECTIVE OF THE PROGRAM:

The primary objectives of this program were:

- To **inspire and educate** school students about potential **career opportunities in STEM**.
- To provide guidance on **scholarships and higher education pathways**.
- To encourage young minds, especially girls, by sharing **success stories of great women in STEM**.
- To offer **practical exposure** to scientific experiments and university-level research through **lab visits**.



- To promote a **holistic learning experience** by introducing students to both academic and sports facilities.

#### 4. DETAILED NARRATIVE OF THE PROGRAM:

##### 4.1 Welcome and Orientation

- The students were warmly welcomed by Woxsen faculty, lab instructors and research scholars.
- A brief **orientation session** was conducted, explaining the **agenda and objectives** of the visit.

##### 4.2 Inspirational Talks

Faculty members delivered insightful talks on:

- **Great Women in STEM** – Highlighting pioneering contributions by women in science and technology by Dr. Beauty Pandey
- **Career Opportunities in STEM** – Covering emerging fields and required skills by Dr. Bidisha Roy and Dr. Heeramoni Boro
- **Scholarships for Higher Education** – Guidance on funding opportunities by Dr. Ravilisetty Revathi

##### 4.3 Laboratory Visits

Students explored **cutting-edge research** through guided tours of Woxsen's laboratories, including:

- **Physics Lab** – Demonstrations on fundamental experiments.
- **Electrical Lab** – Learning about circuits and electrical components.
- **Biotechnology Lab** – Understanding the role of biotech in medicine and agriculture.

##### 4.4 Sports Facility Visit

- After an enriching academic tour, the students visited **Woxsen's sports complex**, where they were introduced to various sports facilities, promoting a balanced approach to education and fitness.

#### 5. OUTCOME AND CONCLUSION:

- The students displayed **great enthusiasm and curiosity**, actively engaging with faculty and researchers.
- Many students asked insightful questions regarding **career paths, scholarships, and higher education opportunities**.
- The lab visits sparked keen interest in **scientific experimentation and research**.
- The event successfully **inspired students to consider STEM careers**, aligning with Woxsen University's mission of education, empowerment, and social responsibility.

Looking forward to more such enriching engagements in the future!

6. PHOTOGRAPHS OF THE PROGRAM:





















## ERS REPORT

### Activity 1: Development of a Sunpath

#### Model for Climate-Responsive Design

**Place:** Woxsen University, Kamkole

**Semester:** VI, 27 students

**Conducted by:** School of Architecture and Planning

**Date conducted:** 20<sup>th</sup> February 2025

**SDG Goals:**

- SDG 7: Affordable and Clean Energy
- SDG 11: Sustainable Cities and Communities
- SDG 12: Responsible Consumption and Production
- SDG 13: Climate Action
- SDG 4: Quality Education

### 1. Overview

The Sun path Model project is a hands-on initiative that explores the relationship between solar movement and architectural design. By using a laser-cutting machine to engrave and cut components on MDF, the model ensures precision in studying light, shade, and thermal comfort.

This activity aligns with ethics, responsibility, and sustainability by promoting accurate solar analysis, minimizing material waste, and encouraging climate-responsive design strategies. The model allows users to experiment with shading techniques, optimize energy efficiency, and understand how sunlight interacts with different architectural forms across various latitudes and longitudes.

Through this approach, the project fosters responsible resource management, encourages collaborative learning, and contributes to sustainable urban planning. By integrating solar studies into architectural education, the Sun path Model highlights the ethical duty of designers to create environmentally conscious and energy-efficient spaces.

## **2. Aligning with SDG goals:**

### **1. SDG 7: Affordable and Clean Energy**

The model helps analyze solar movement to optimize natural lighting and passive cooling strategies.

By understanding shading techniques, architects can design buildings that reduce reliance on artificial lighting and air conditioning, lowering energy consumption.

### **2. SDG 11: Sustainable Cities and Communities**

Supports climate-responsive urban planning, ensuring buildings are designed for thermal comfort and energy efficiency.

Enhance resilience in cities by promoting adaptable shading solutions and solar optimization in dense urban areas.

### **3. SDG 12: Responsible Consumption and Production**

Encourages responsible material use by minimizing waste through precise laser-cutting techniques.

Promotes sustainable architectural practices that reduce environmental impact while maintaining functionality and efficiency.

### **4. SDG 13: Climate Action**

Contributes to climate mitigation strategies by designing buildings that adapt to solar patterns and minimizing heat gain.

Helps future architects and planners develop low-carbon, energy-efficient solutions for buildings and cities.

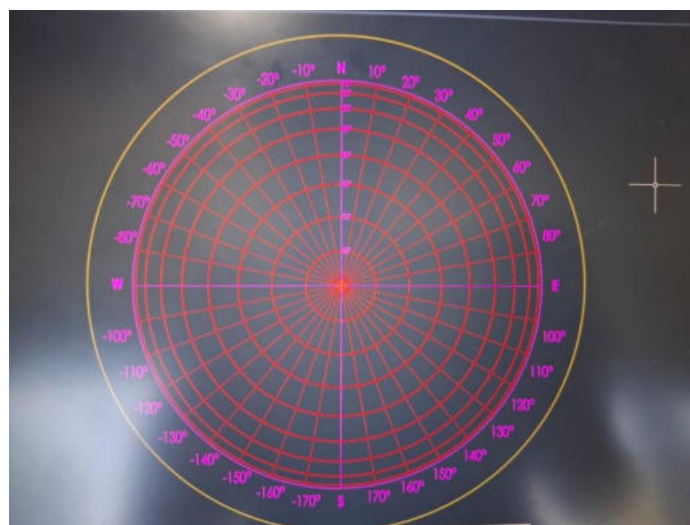
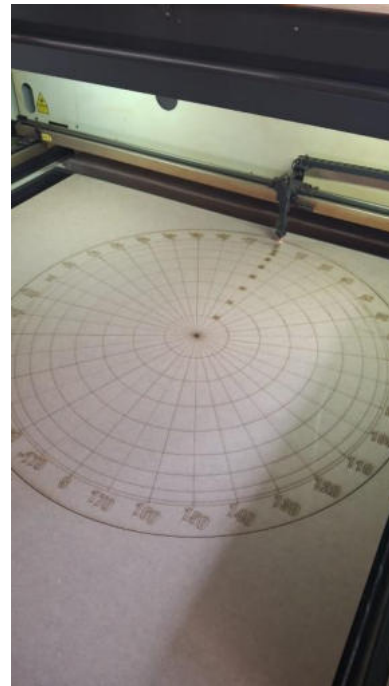
### **5. SDG 4: Quality Education**

Provides experiential learning in sustainable architecture, bridging theory with practical applications.

Encourages students to develop analytical skills in solar geometry, energy efficiency, and passive design strategies.



### 3. Photographs of the model





## Project Report

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27<sup>th</sup> February 2025



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## Introduction

Entrepreneurship is more than just starting a business; it is a mindset that fosters innovation, resilience, and problem-solving. Project Udyat was designed to introduce young students to this way of thinking, encouraging them to explore opportunities, think creatively, and develop solutions to everyday challenges.

On February 27th, from morning until late afternoon, 53 ninth-grade students from Lingampally Boys' School gathered for a workshop unlike any other. Coming from families where most parents work in agriculture or unskilled labor, they were not familiar with entrepreneurship as a career path. And we were there to change that. Supporting their journey was a dedicated team of 20 volunteers, ready to guide them through an immersive entrepreneurial experience.

Throughout the day, the students participated in a series of engaging activities designed to nurture their problem-solving abilities. Equipped with special student kits, they embarked on an exciting journey of idea generation, collaboration, and business development. What started as simple thoughts gradually transformed into well-structured business concepts.

The ideas that emerged were nothing short of inspiring. One student envisioned an invention—an unbreakable ball designed for durability. Another group worked on a cotton-plucking machine, addressing the delicate yet labor-intensive nature of the task. A team proposed an instant car repair app, ensuring that vehicle breakdowns on highways would be just one booking away from a solution. The concept of a solar-powered grinder reflected an awareness of sustainability, blending innovation with practicality.

These ideas took shape throughout the workshop, guided by volunteers who helped refine them into structured business models. What stood out was not just the originality of the concepts but the ambition and creativity of the students. Coming from backgrounds where entrepreneurship is not a common career path, they demonstrated an innate ability to identify problems and craft solutions.

Project Udyat was not just about business; it was about expanding perspectives, instilling confidence, and showing these young minds that their ideas have value. As the day unfolded, it became clear that the spirit of entrepreneurship is not confined to textbooks or boardrooms—it thrives wherever there are curious minds willing to challenge the status quo.

## Participants

### Planning and Coursework Preparation

|                             |                        |
|-----------------------------|------------------------|
| 1. Sanjita Tadiparthi       | Project Head           |
| 2. Aasritha Rudraraju       | Treasurer, Team Member |
| 3. Dhrithi Chinmayee        | Team Member            |
| 4. Arya V                   | Team Member            |
| 5. Thiridha Sri Muttavarapu | Team Member            |
| 6. Maitreyi Jagannathan     | Team Member            |
| 7. Tejo Kiran               | Team Member            |
| 8. Tavisha Lall             | Team Member            |

### Volunteers

|                              |           |
|------------------------------|-----------|
| 1. Enugu Prudhvi Reddy       | Volunteer |
| 2. Venkata Koushik Marina    | Volunteer |
| 3. Mann Motivaras            | Volunteer |
| 4. Pandiri Nithin Reddy      | Volunteer |
| 5. Nitisha Soma              | Volunteer |
| 6. Sakhi Wahie               | Volunteer |
| 7. Kondra Venu Shreya        | Volunteer |
| 8. Khushi                    | Volunteer |
| 9. Vaishnavi Kaling          | Volunteer |
| 10. Prabhavesh Ramisetty     | Volunteer |
| 11. Akshaya Karre            | Volunteer |
| 12. Vaishnavi Venkata Ravuri | Volunteer |
| 13. Jaaswanth Chikkala       | Volunteer |

### Acknowledgements

1. Mr. Sudhan Guru, Head of ERS Department, Woxsen University
2. ERS Office of Woxsen University
3. Woxsen University
4. Limgampally Boys School, Sangareddy

## Pre-Course Preparation

### **24<sup>th</sup> January – 19<sup>th</sup> February**

Course module outline was drafted. A team of 7 members was made to work on collecting materials such as videos, worksheets, examples and other coursework.

### **19<sup>th</sup> February – 23<sup>rd</sup> February**

Course material Draft 1: Analysing all the material gathered and shaping up the coursework. Started collecting donations and hosting events to collect money for the Project.

### **24<sup>th</sup> February – 25<sup>th</sup> February**

Course material Final Draft was made.

### **26<sup>th</sup> February 2025, 5:30 p.m. – 8:00 p.m.**

Volunteers and Team members meet up. Student Kits for the students of Limgampally Boys School were prepared. Volunteers were trained with the course module concepts to guide the students efficiently.

### **27<sup>th</sup> February 2025 11:00 a.m. to 4:00 p.m.**

Project Udyat @ Limgampally Boys school

## Timeline of Project Udyat

|                    |                                                                                                                                                                  |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11:00 – 11:15 a.m. | Pre-course Survey – To get an understanding of how much the children know about entrepreneurship and related concepts<br>Distribution of Student Kits            |
| 11:15 – 1:30 p.m.  | Course Part 1 – What is Entrepreneurship, Idea Generation, Business Model Canvas, Financial Planning                                                             |
| 1: 30 – 2:30 p.m.  | Lunch                                                                                                                                                            |
| 2:30 – 3:45 p.m.   | Course Part 2 – Legal Framework, Marketing, Prototype Development                                                                                                |
| 3:45 – 4:00 p.m.   | Post course Survey- Impact Assessment, how successful have we been in teaching children about entrepreneurship and related concepts?<br>Certificate Distribution |

The workshop began with 49 students, with 4 more joining throughout the day, bringing the total to 53 participants. They were divided into teams of 5-6 members, remaining in these groups for the entire session. Each team collaborated on worksheets, brainstorming activities, and problem-solving tasks. A dedicated volunteer was assigned to each team to provide guidance and support, ensuring they stayed on track and successfully completed the course.



# Impact Assessment

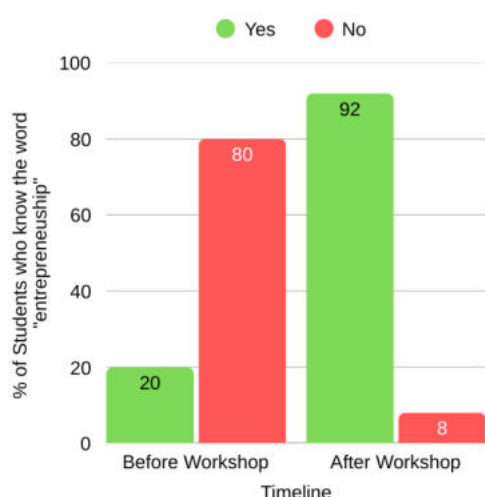
Project Udyat was designed as an interactive workshop to introduce Grade 9 students of Lingampally Boys School to the fundamentals of entrepreneurship. The workshop aimed to enhance their understanding of key entrepreneurial concepts through engaging sessions and practical learning.

To measure the effectiveness of the program, we conducted a pre-and post-workshop survey using the same set of questions. Our volunteers administered the survey individually, asking different subsets of questions to assess whether the students had truly absorbed the knowledge imparted during the course.

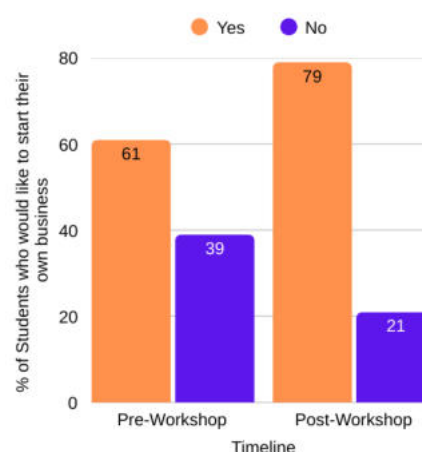
The workshop was attended by 53 out of the 80 enrolled students, with 4 students joining at various points throughout the day. The participants, aged between 14 and 16, engaged in activities designed to foster an entrepreneurial mindset.

The following sections outline the results and impact of Project Udyat based on our assessment.

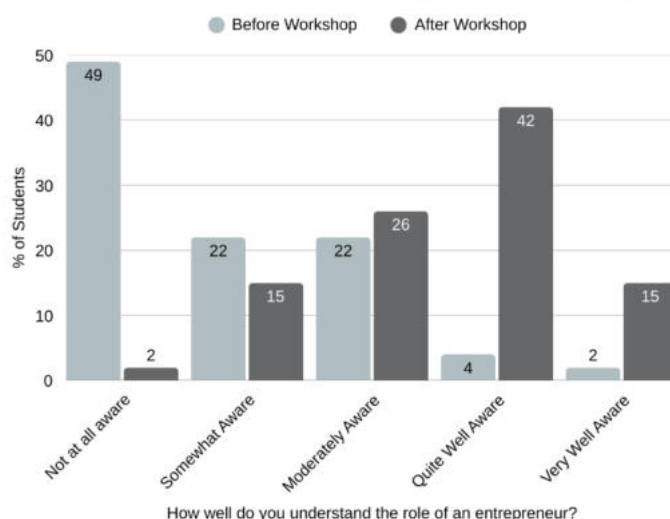
**Fig.1: 360% increase in understanding the meaning of the word "Entrepreneurship"**



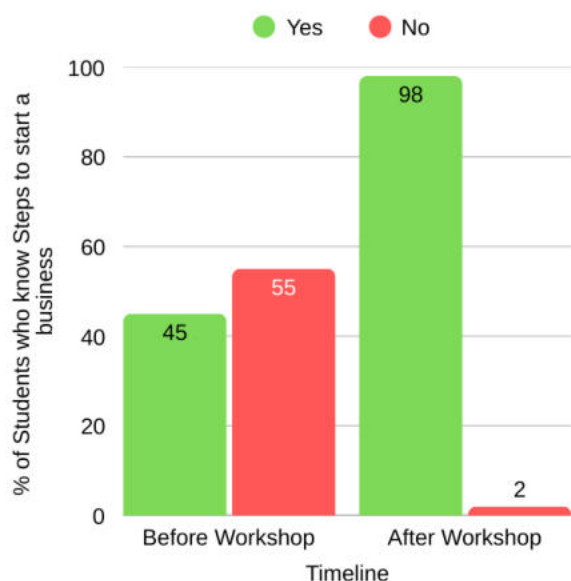
**Fig.2: 18% absolute increase in the number of students who would like to start their own business**



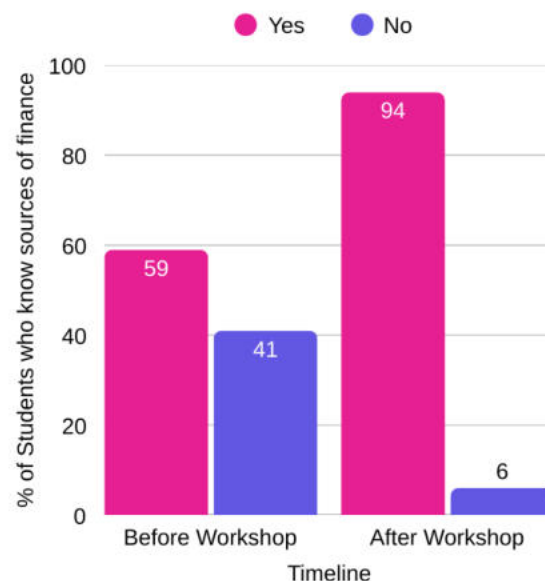
**Fig.3: 56.6% students have a better understanding of the role of an entrepreneur**



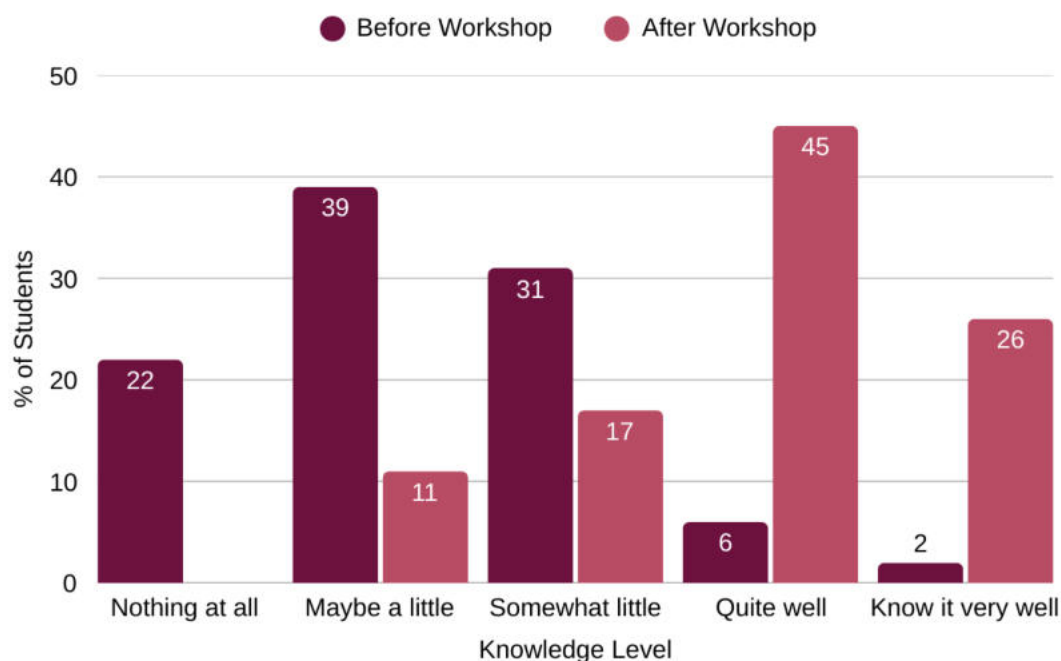
**Fig.4: 98% of the class knows the steps to start a business**



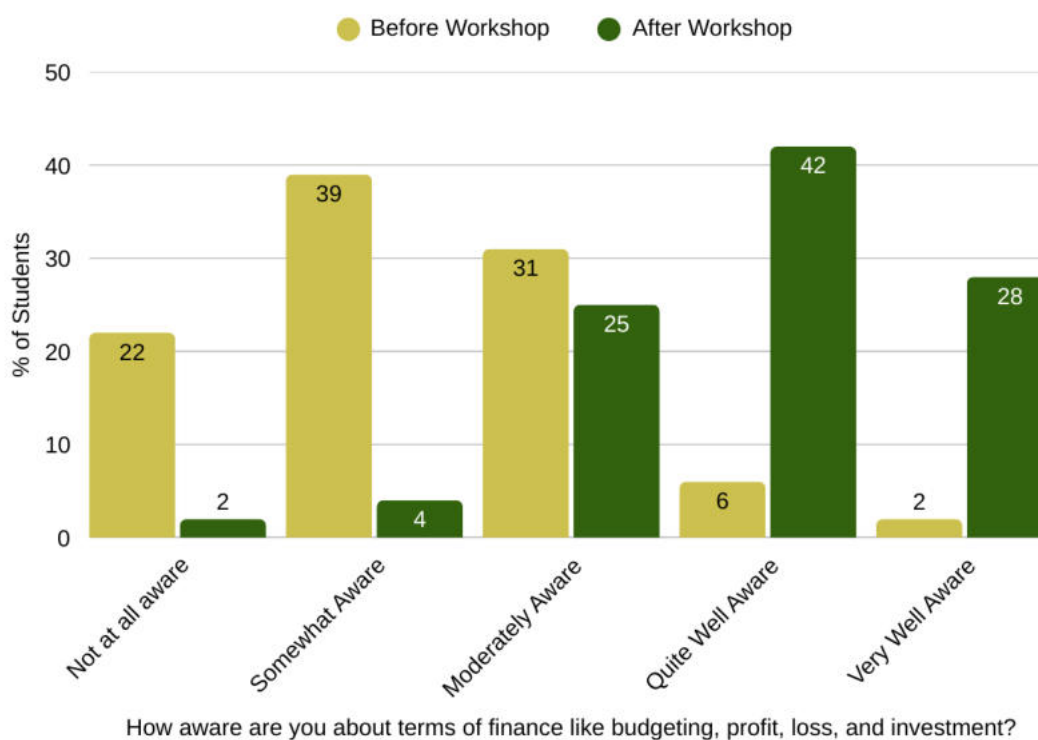
**Fig.5: 94% of the class is aware of how to source funds to start a business**



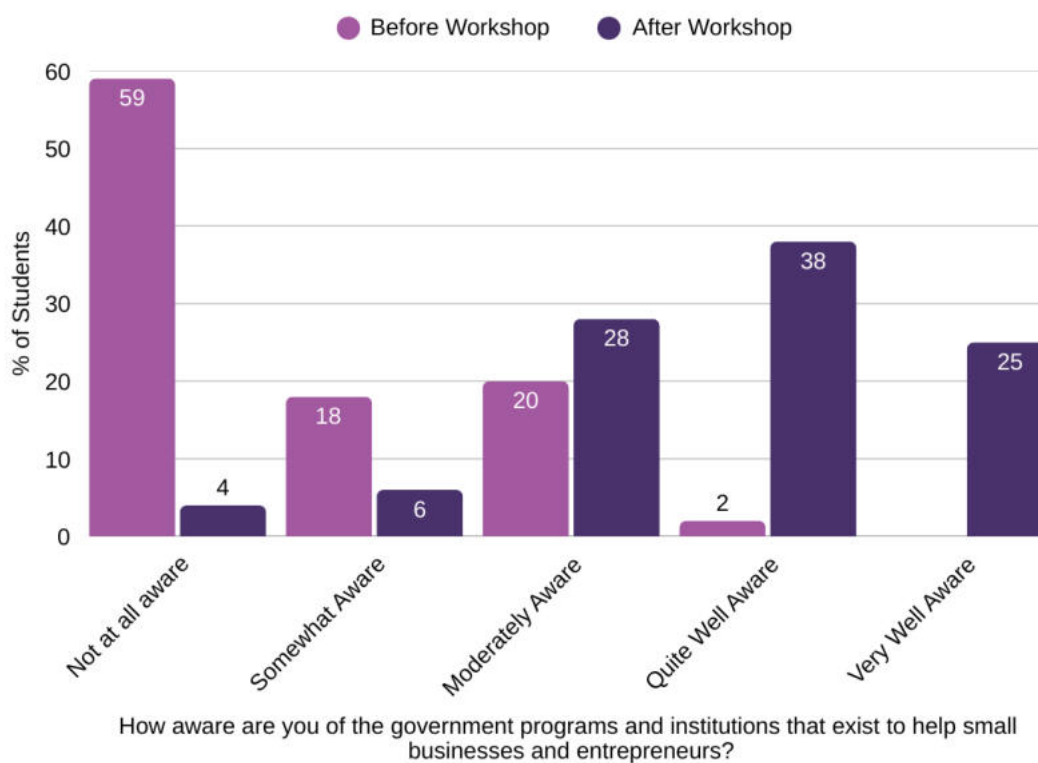
**Fig.6: 39% absolute increase in % of students who know marketing concepts quite well, number of students who know nothing at all drops to 0**



**Fig.7: 70% of the class has a better understanding of financial terminologies**

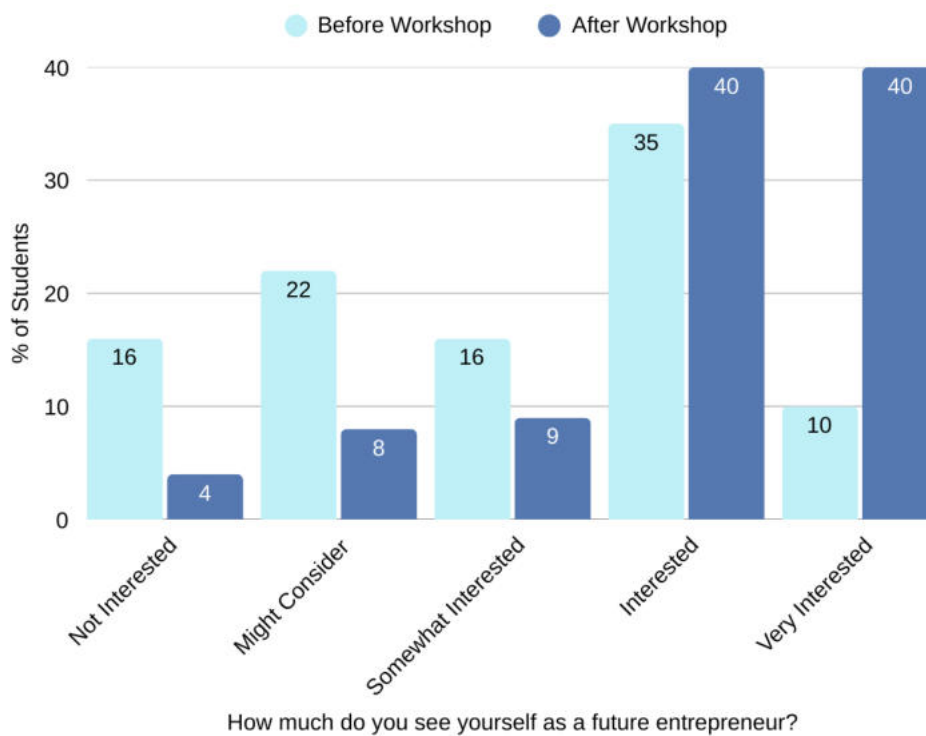


**Fig.8: 91% of the class has a better understanding of government programs that exist to support start-ups and small businesses**





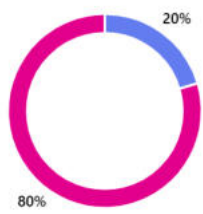
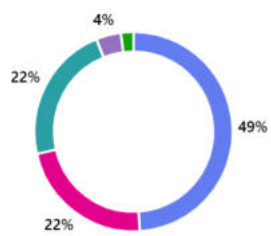
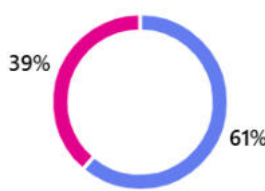
**Fig.9: Succeeded in getting 80% of the class to take interest in entrepreneurship, 35% absolute increase in interest**

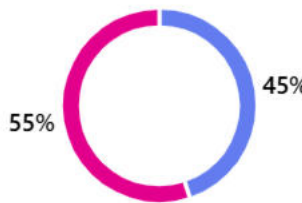
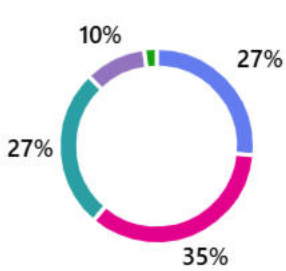
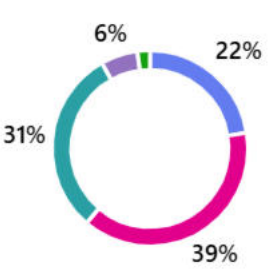


## Pre-Course Survey

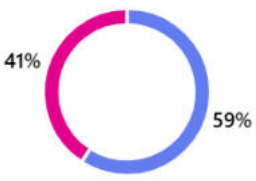
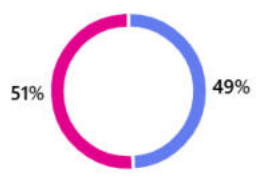
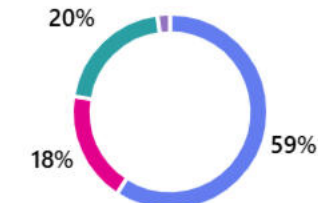
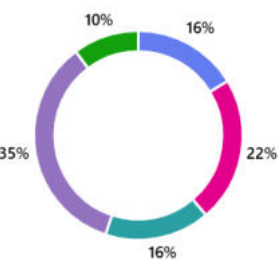
The team members and volunteers conducted this survey before the workshop began. They engaged with the students, asked relevant questions, and assessed their understanding of the key concepts. Means of survey: Microsoft Forms

Survey:

|    |                                                                            |                                                                                                                                                                                                                                                                                                                 |
|----|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Name                                                                       |                                                                                                                                                                                                                                                                                                                 |
| 2. | Age                                                                        |                                                                                                                                                                                                                                                                                                                 |
| 3. | Do you know what entrepreneurship means?                                   | <p> <span>●</span> Yes 10<br/> <span>●</span> No 39 </p>                                                                                                                                                                      |
| 4. | On a scale of 1-5, how well do you understand the role of an entrepreneur? | <p> <span>●</span> 1 (Not at all aware) 24<br/> <span>●</span> 2 (Somewhat aware) 11<br/> <span>●</span> 3 (Moderately aware) 11<br/> <span>●</span> 4 (Quite well aware) 2<br/> <span>●</span> 5 (Very Well aware) 1 </p>  |
| 5. | Do you want to start your own business?                                    | <p> <span>●</span> Yes 30<br/> <span>●</span> No 19 </p>                                                                                                                                                                    |

|    |                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6. | Do you know the steps to start a business?                                                                | <p> <span style="color: blue;">●</span> Yes 22<br/> <span style="color: magenta;">●</span> No 27         </p>                                                                                                                                                                                                                                        |
| 7. | On a scale of 1-5, how much do you know about marketing?                                                  | <p> <span style="color: blue;">●</span> 1 (Nothing at all) 13<br/> <span style="color: magenta;">●</span> 2 (Maybe a little) 17<br/> <span style="color: teal;">●</span> 3 (Somewhat little) 13<br/> <span style="color: purple;">●</span> 4 (Quite a little) 5<br/> <span style="color: green;">●</span> 5 (Know it very well) 1         </p>      |
| 8. | On a scale of 1-5, how aware are you about terms of finance like budgeting, profit, loss, and investment? | <p> <span style="color: blue;">●</span> 1 (Not at all aware) 11<br/> <span style="color: magenta;">●</span> 2 (Somewhat aware) 19<br/> <span style="color: teal;">●</span> 3 (Moderately aware) 15<br/> <span style="color: purple;">●</span> 4 (Quite well aware) 3<br/> <span style="color: green;">●</span> 5 (Very well aware) 1         </p>  |



|     |                                                                                                                                         |                                                                                                                                                                                                                                                                                              |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9.  | Have you heard of different ways businesses can get money to start?                                                                     | <ul style="list-style-type: none"> <li>Yes 29</li> <li>No 20</li> </ul>                                                                                                                                    |
| 10. | Do you know that businesses need legal registration and permissions?                                                                    | <ul style="list-style-type: none"> <li>Yes 24</li> <li>No 25</li> </ul>                                                                                                                                    |
| 11. | On a scale of 1-5, how aware are you of the government programs and institutions that exist to help small businesses and entrepreneurs? | <ul style="list-style-type: none"> <li>1 (Not at all aware) 29</li> <li>2 (Somewhat aware) 9</li> <li>3 (Moderately aware) 10</li> <li>4 (Quite well aware) 1</li> <li>5 (Very well aware) 0</li> </ul>  |
| 12. | On a scale of 1-5, how much do you see yourself as a future entrepreneur?                                                               | <ul style="list-style-type: none"> <li>1 (Not intrested) 8</li> <li>2 (Might consider) 11</li> <li>3 (Somewhat interested) 8</li> <li>4 (Intrested) 17</li> <li>5 (Very intrested ) 5</li> </ul>         |

# Workshop Proceedings with Evidence

## 1. What is Entrepreneurship?



Figure 1: Introduction to Entrepreneurship



Defining entrepreneurship, key traits of an entrepreneur, and the entrepreneurial ecosystem.

## 2. Idea Generation

Identifying potential business ideas, problem analysis, sources of ideas, brain-storming.

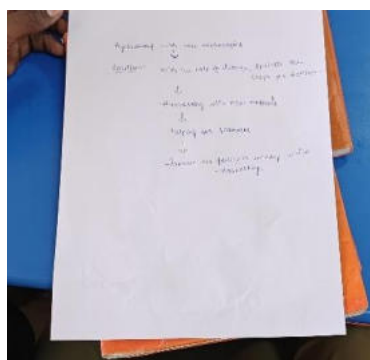


Figure 2: Brainstorming Session, Groups think of problems and solutions that can be commercialized

## 3. Business Model Canvas

Understanding the components of a business model, including customer segments, value proposition, revenue streams, and cost structure. Building details of their own businesses through the business model canvas.

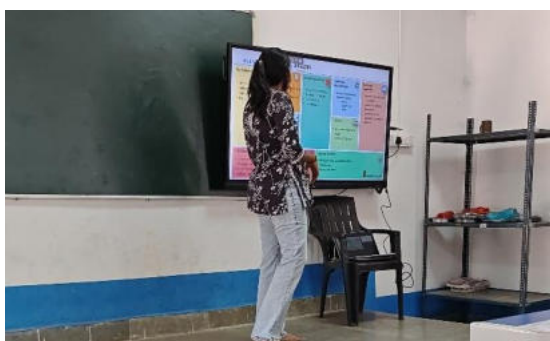


Figure 3: Session in Progress



Figure 4: Volunteers guiding students through their business model canvas

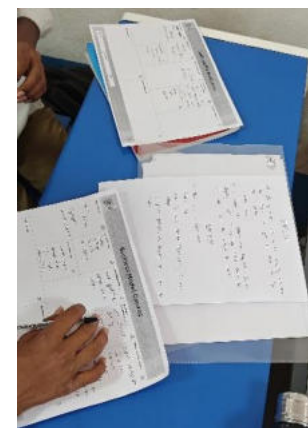
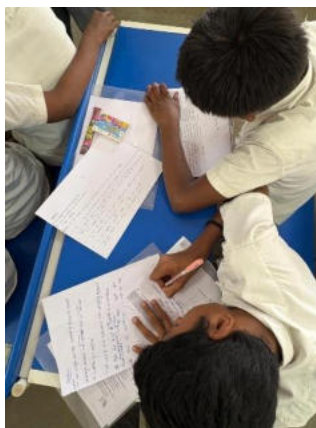


Figure 5: Students drafting their own business model canvas

| Business Model Canvas                                                 |                                                             |                                                           |                                                                                                 |                                                                                |
|-----------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <b>Key Partners</b><br>Shiva<br>Friends<br>delivery partners          | <b>Key Activities</b><br>Selling<br>Making food<br>delivery | <b>Value Propositions</b><br>good, fast,<br>affordable    | <b>Customer Relationships</b><br>Some coming<br>and Heavy price<br>I would sell<br>and delivery | <b>Customer Segments</b><br>Middle class<br>peoples,<br>doing job for<br>affin |
| <b>Key Resources</b><br>Land, shape,<br>wares<br>Tables<br>Vegetables |                                                             | <b>Channels</b><br>Add's<br>events                        |                                                                                                 |                                                                                |
| <b>Cost Structure</b><br>affin price is 1-50<br>I would to sell 1-70  |                                                             | <b>Revenue Streams</b><br>I get Profit for month is 80000 |                                                                                                 |                                                                                |
| Designed for: <u>affin camp</u>                                       |                                                             | Designed for: <u>M. M. Kishna</u>                         |                                                                                                 | Date: <u>27/05/2022</u>                                                        |

| Business Model Canvas                                                                                                                                |                                                                           |                                                                                            |                                                                              |                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>Key Partners</b><br>parents<br>friends<br>Shoppers<br>delivery partners                                                                           | <b>Key Activities</b><br>Selling<br>delivery<br>Research<br>Manufacturing | <b>Value Propositions</b><br>fast, good cloth<br>cotton, fabric,<br>designs, low<br>prices | <b>Customer Relationships</b><br>offer Discount,<br>delivery,<br>Stamp cards | <b>Customer Segments</b><br>middle class people,<br>Sports man-<br>nagers<br>electronic |
| <b>Key Resources</b><br>vehicle, clothes,<br>labours, fan,<br>lights, tables,<br>Sports items                                                        |                                                                           | <b>Channels</b><br>Akhil, nikhil<br>Apps, events<br>Speecheships                           |                                                                              |                                                                                         |
| <b>Cost Structure</b><br>I would to sell clothes in low<br>prices. My profit is 10000 I would<br>sell 15000<br>cost 1500<br>profit 1500<br>cost 1000 |                                                                           | <b>Revenue Streams</b><br>I get profit 1 lakh per month                                    |                                                                              |                                                                                         |
| Designed for: <u>Parents</u>                                                                                                                         |                                                                           | Designed for: <u>Parents</u>                                                               |                                                                              | Date: <u>27/05/2022</u>                                                                 |

| Business Model Canvas                                                                                                        |                                                                   |                                                                   |                                                               |                                                                   |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------|
| <b>Key Partners</b><br>Friends<br>Mao's<br>Suppliers<br>Dealers<br>Sponsors<br>Family<br>Land from the<br>bank               | <b>Key Activities</b><br>Manufacturing<br>Manufacturing<br>Supply | <b>Value Propositions</b><br>low cost<br>great on best<br>quality | <b>Customer Relationships</b><br>Feedback<br>Personal contact | <b>Customer Segments</b><br>Farmers<br>age segment<br>25-40 years |
| <b>Key Resources</b><br>Raw materials<br>Machines, equipment,<br>controlling materials                                       |                                                                   | <b>Channels</b><br>personal website<br>pages<br>TV's adaption     |                                                               |                                                                   |
| <b>Cost Structure</b><br>Raw materials cost, transportation cost,<br>Suppliers cost<br>feedback centers, manufacturing cost. |                                                                   | <b>Revenue Streams</b><br>Dealers<br>commission                   |                                                               |                                                                   |
| Designed for: <u>Farmers</u>                                                                                                 |                                                                   | Designed for: <u>B. Abhinav</u>                                   |                                                               | Date: <u>27/05/2022</u>                                           |

| Business Model Canvas                                                                                                                                                                                      |                                                                                                  |                                                                                                                                                       |                                                              |                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------|
| <b>Key Partners</b><br>Friends<br>parents<br>Shoppers<br>Vendor Dates<br>Students                                                                                                                          | <b>Key Activities</b><br>Bicycle tyre<br>on the road<br>Selling<br>Cycling<br>Cycling<br>Cycling | <b>Value Propositions</b><br>Tire 1 tyre 50<br>on the road<br>to use<br>Tire 1 tyre 50<br>and 1 on the road<br>and 1 on the road<br>and 1 on the road | <b>Customer Relationships</b><br>Online - Website<br>Offline | <b>Customer Segments</b><br>Students,<br>Kids,<br>Sports men |
| <b>Key Resources</b><br>Machines<br>Land<br>Raw materials and<br>labours                                                                                                                                   |                                                                                                  | <b>Channels</b><br>Shopkeepers<br>Cycle shops                                                                                                         |                                                              |                                                              |
| <b>Cost Structure</b><br>Material cost, Land cost, Machines cost,<br>Labour cost, Electricity, Advertisement,<br>Small size tyre 10000, Big size tyre 15000,<br>Small size tyre 10000, Big size tyre 15000 |                                                                                                  | <b>Revenue Streams</b><br>Small size tyre selling = 1000,<br>Big size tyre selling = 1500                                                             |                                                              |                                                              |
| Designed for: <u>Students</u>                                                                                                                                                                              |                                                                                                  | Designed for: <u>Students</u>                                                                                                                         |                                                              | Date: <u>27/05/2022</u>                                      |





## 5. Legal Framework

Understanding business registration, permits, and compliance requirements through worksheets and notes.

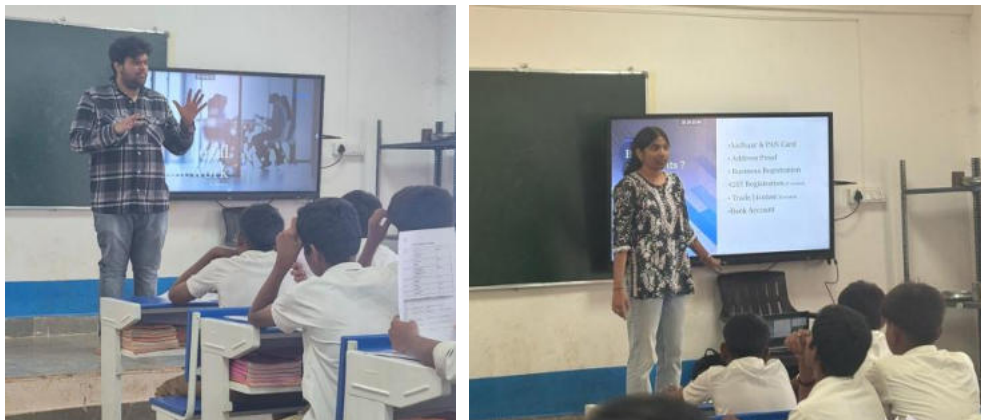


Figure 8: Class in Progress

## 6. Marketing

What is marketing, its necessity, traditional marketing, digital marketing basics, 4Ps. Children also participated in making an advertisement reel for their product.

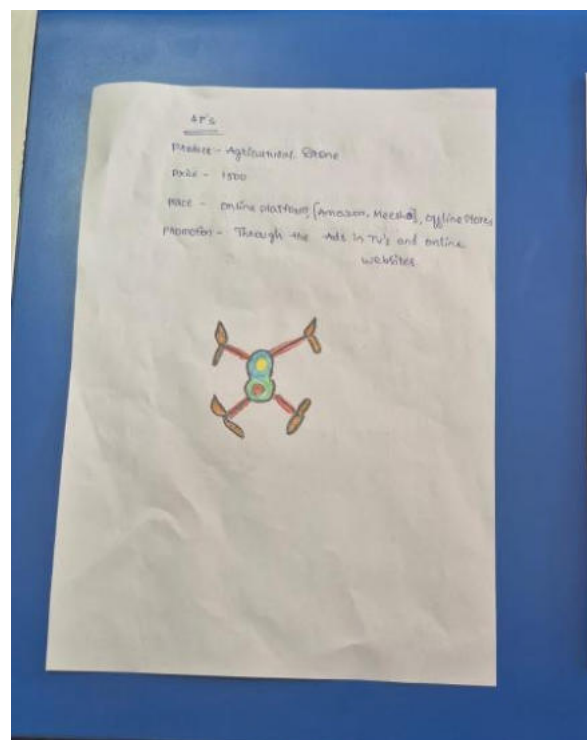


Figure 9: 4P's written by a student

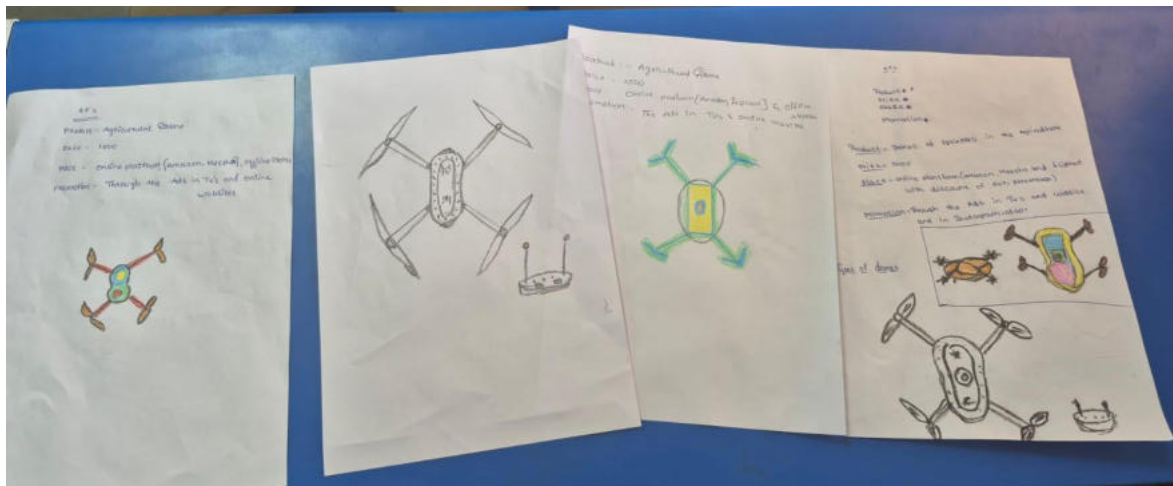


Figure 10: Students making a reel with the help of their guides.

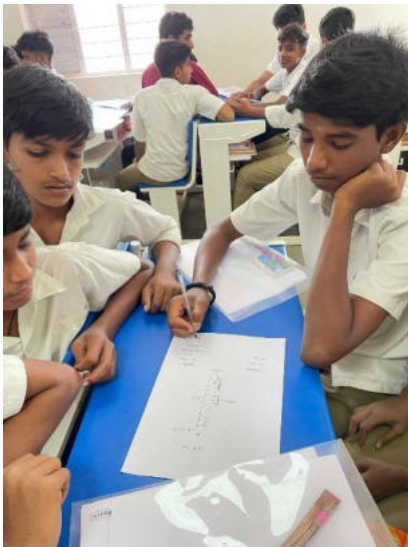


## 7. Prototype Development

What is prototype, significance, students visualise their own product or service through drawing.



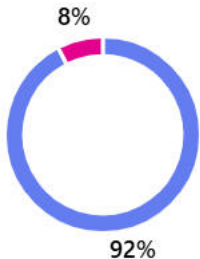
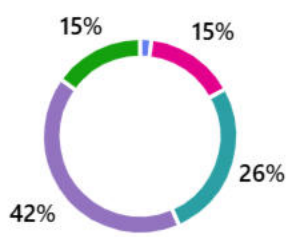


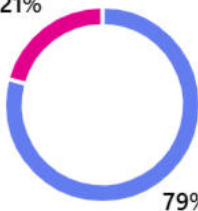
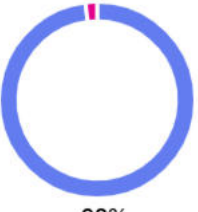
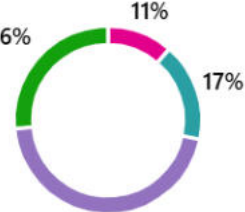


## Post-Course Survey

The team members and volunteers conducted this survey after the workshop. They engaged with the students, asked relevant questions, and assessed their understanding of the key concepts. Means of survey: Microsoft Forms

Survey:

|    |                                                                            |                                                                                                                                                                                                                                                                                         |
|----|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Name                                                                       |                                                                                                                                                                                                                                                                                         |
| 2. | Age                                                                        |                                                                                                                                                                                                                                                                                         |
| 3. | Do you know what entrepreneurship means?                                   | <div> <div>Yes 49</div> <div>No 4</div> <div>  </div> </div>                                                                                                                                          |
| 4. | On a scale of 1-5, how well do you understand the role of an entrepreneur? | <div> <div>1 (Not at all aware) 1</div> <div>2 (Somewhat aware) 8</div> <div>3 (Moderately aware) 14</div> <div>4 (Quite well aware) 22</div> <div>5 (Very Well aware) 8</div> <div>  </div> </div> |

|    |                                                          |                                                                                                                                                                                                                                                                         |
|----|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. | Do you want to start your own business?                  | <p>● Yes 42</p> <p>● No 11</p>  <p>21% 79%</p>                                                                                                                                        |
| 6. | Do you know the steps to start a business?               | <p>● Yes 52</p> <p>● No 1</p>  <p>98%</p>                                                                                                                                            |
| 7. | On a scale of 1-5, how much do you know about marketing? | <p>● 1 (Nothing at all) 0</p> <p>● 2 (Maybe a little) 6</p> <p>● 3 (Somewhat little) 9</p> <p>● 4 (Quite a little) 24</p> <p>● 5 (Know it very well) 14</p>  <p>11% 17% 45% 26%</p> |



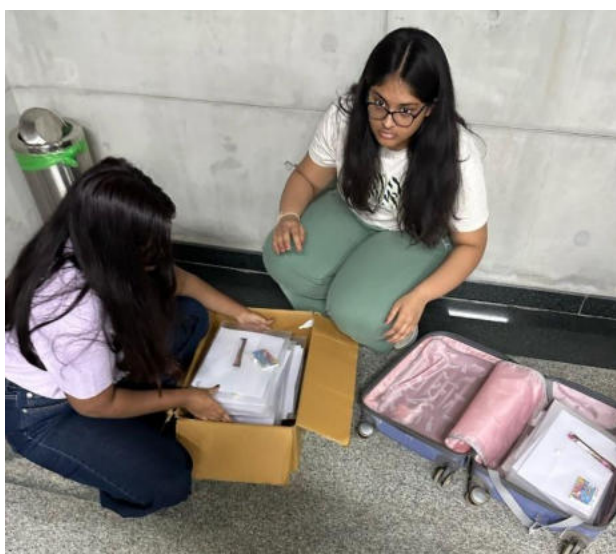
|     |                                                                                                           |                                                                                                                                                                                                          |
|-----|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8.  | On a scale of 1-5, how aware are you about terms of finance like budgeting, profit, loss, and investment? | <ul style="list-style-type: none"> <li>1 (Not at all aware) 1</li> <li>2 (Somewhat aware) 2</li> <li>3 (Moderately aware) 13</li> <li>4 (Quite well aware) 22</li> <li>5 (Very well aware) 15</li> </ul> |
| 9.  | Have you heard of different ways businesses can get money to start?                                       | <ul style="list-style-type: none"> <li>Yes 50</li> <li>No 3</li> </ul>                                                                                                                                   |
| 10. | Do you know that businesses need legal registration and permissions?                                      | <ul style="list-style-type: none"> <li>Yes 49</li> <li>No 4</li> </ul>                                                                                                                                   |

| 11.   | On a scale of 1-5, how aware are you of the government programs and institutions that exist to help small businesses and entrepreneurs? | <div><div><div>1 (Not at all aware)</div><div>2</div></div><div><div>2 (Somewhat aware)</div><div>3</div></div><div><div>3 (Moderately aware)</div><div>15</div></div><div><div>4 (Quite well aware)</div><div>20</div></div><div><div>5 (Very well aware)</div><div>13</div></div></div> <div><table><thead><tr><th>Scale</th><th>Description</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>Not at all aware</td><td>2</td><td>4%</td></tr><tr><td>2</td><td>Somewhat aware</td><td>3</td><td>6%</td></tr><tr><td>3</td><td>Moderately aware</td><td>15</td><td>28%</td></tr><tr><td>4</td><td>Quite well aware</td><td>20</td><td>38%</td></tr><tr><td>5</td><td>Very well aware</td><td>13</td><td>25%</td></tr></tbody></table></div> | Scale      | Description | Count | Percentage | 1 | Not at all aware | 2 | 4% | 2 | Somewhat aware | 3 | 6% | 3 | Moderately aware    | 15 | 28% | 4 | Quite well aware | 20 | 38% | 5 | Very well aware | 13 | 25% |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------|-------|------------|---|------------------|---|----|---|----------------|---|----|---|---------------------|----|-----|---|------------------|----|-----|---|-----------------|----|-----|
| Scale | Description                                                                                                                             | Count                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Percentage |             |       |            |   |                  |   |    |   |                |   |    |   |                     |    |     |   |                  |    |     |   |                 |    |     |
| 1     | Not at all aware                                                                                                                        | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 4%         |             |       |            |   |                  |   |    |   |                |   |    |   |                     |    |     |   |                  |    |     |   |                 |    |     |
| 2     | Somewhat aware                                                                                                                          | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 6%         |             |       |            |   |                  |   |    |   |                |   |    |   |                     |    |     |   |                  |    |     |   |                 |    |     |
| 3     | Moderately aware                                                                                                                        | 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 28%        |             |       |            |   |                  |   |    |   |                |   |    |   |                     |    |     |   |                  |    |     |   |                 |    |     |
| 4     | Quite well aware                                                                                                                        | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 38%        |             |       |            |   |                  |   |    |   |                |   |    |   |                     |    |     |   |                  |    |     |   |                 |    |     |
| 5     | Very well aware                                                                                                                         | 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 25%        |             |       |            |   |                  |   |    |   |                |   |    |   |                     |    |     |   |                  |    |     |   |                 |    |     |
| 12.   | On a scale of 1-5, how much do you see yourself as a future entrepreneur?                                                               | <div><div><div>1 (Not intrested)</div><div>2</div></div><div><div>2 (Might consider)</div><div>4</div></div><div><div>3 (Somewhat interested)</div><div>5</div></div><div><div>4 (Intrested)</div><div>21</div></div><div><div>5 (Very intrested )</div><div>21</div></div></div> <div><table><thead><tr><th>Scale</th><th>Description</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>Not intrested</td><td>2</td><td>4%</td></tr><tr><td>2</td><td>Might consider</td><td>4</td><td>8%</td></tr><tr><td>3</td><td>Somewhat interested</td><td>5</td><td>9%</td></tr><tr><td>4</td><td>Intrested</td><td>21</td><td>40%</td></tr><tr><td>5</td><td>Very intrested</td><td>21</td><td>40%</td></tr></tbody></table></div>                   | Scale      | Description | Count | Percentage | 1 | Not intrested    | 2 | 4% | 2 | Might consider | 4 | 8% | 3 | Somewhat interested | 5  | 9%  | 4 | Intrested        | 21 | 40% | 5 | Very intrested  | 21 | 40% |
| Scale | Description                                                                                                                             | Count                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Percentage |             |       |            |   |                  |   |    |   |                |   |    |   |                     |    |     |   |                  |    |     |   |                 |    |     |
| 1     | Not intrested                                                                                                                           | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 4%         |             |       |            |   |                  |   |    |   |                |   |    |   |                     |    |     |   |                  |    |     |   |                 |    |     |
| 2     | Might consider                                                                                                                          | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 8%         |             |       |            |   |                  |   |    |   |                |   |    |   |                     |    |     |   |                  |    |     |   |                 |    |     |
| 3     | Somewhat interested                                                                                                                     | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 9%         |             |       |            |   |                  |   |    |   |                |   |    |   |                     |    |     |   |                  |    |     |   |                 |    |     |
| 4     | Intrested                                                                                                                               | 21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 40%        |             |       |            |   |                  |   |    |   |                |   |    |   |                     |    |     |   |                  |    |     |   |                 |    |     |
| 5     | Very intrested                                                                                                                          | 21                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 40%        |             |       |            |   |                  |   |    |   |                |   |    |   |                     |    |     |   |                  |    |     |   |                 |    |     |

## Cost Breakdown

| Date         | Expense Category                         | Quantity | Price per piece/kit | Amount (INR) | Paid By            |
|--------------|------------------------------------------|----------|---------------------|--------------|--------------------|
| 23/02/2025   | Rainbow Folders                          | 80       | 18                  | 1440         | Sanjita Tadipathri |
|              | Camel Crayons                            | 80       | 7.625               | 610          | Sanjita Tadipathri |
|              | A4 Sheet Bundle                          | 1        | 250                 | 250          | Sanjita Tadipathri |
| 25/02/2025   | Project Udyat Auto Advance               |          |                     | 200          | Sanjita Tadipathri |
|              | Certificate Prints- SMILE XEROX          | 80       | 15                  | 1200         | Sanjita Tadipathri |
| 26/02/2023   | Chocolates (Gone Mad from Ink)           |          |                     | 400          | Sanjita Tadipathri |
|              | Printouts - Worksheets for Project Udyat | 320      | 2                   | 640          | Sanjita Tadipathri |
| 27/02/2025   | Auto                                     |          |                     | 1300         | Sanjita Tadipathri |
|              | Snacks for Volunteers                    |          |                     | 343          | Sanjita Tadipathri |
| <b>Total</b> |                                          |          |                     | <b>6383</b>  |                    |

## Pictures of Student Kits



## Contents of Student Kits:

- Folder
- 1 Crayons Pack
- Legal Framework Notes
- Worksheet
- Business Model Canvas Worksheet
- 5 A4 Sheets
- 1 Chocolate Wafer



## Photo Gallery























Figure 11: Certificate of Students



Figure 12: Certificate of Volunteer



## Resources

### R.1. Teaching Guide and Study Material

# Project Udyat

An Entrepreneurship Workshop

## Teaching Guide and Materials

Date: 27<sup>th</sup> February

Venue: Lingampally Public School



## Contents

|                                |    |
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| What is Entrepreneurship?..... | 3  |
| Idea Generation.....           | 3  |
| Business Model Canvas .....    | 4  |
| Financial Planning.....        | 5  |
| Legal Framework .....          | 7  |
| Marketing .....                | 10 |
| Prototype Development.....     | 11 |
| Pitching.....                  | 12 |

## What is Entrepreneurship?

*What do you think of entrepreneurship? Who is an entrepreneur?*

Entrepreneurship is the process of starting and operating a new business venture, often with the goal of solving a problem or filling a gap in the market. Entrepreneurs take on financial risks in the hope of gaining profits and building successful, sustainable companies.

Entrepreneurship is the process of coming up with an idea, starting a business, and taking risks to make it successful. It's about solving problems, creating something new, and making money while managing challenges. Entrepreneurs are people who turn their ideas into reality by building businesses, products, or services.

*Who is an entrepreneur?*

Examples: Ratan Tata, Ambanis, Local barber, Flower vendor, Xerox shop-owner, Stationery uncle

*Ask for examples from them.*

### Key traits of an entrepreneur

YouTube video: <https://youtu.be/-sQeREfZY-8?si=A7ie3H6cv5BNCPs5>

### Entrepreneurial ecosystem

YouTube video: [https://youtu.be/a7oQJteZn48?si=PVX2D1AMXhKU\\_WOW](https://youtu.be/a7oQJteZn48?si=PVX2D1AMXhKU_WOW)

## Idea Generation

### Process

FIND A PROBLEM > FIND A SOLUTION > BUSINESS PLAN

FIND A PRODUCT/SERVICE > FIND A WAY TO DO IT BETTER > BUSINESS PLAN

### Sources of Ideas

1. Personal Problems & Daily Life

Struggles with carrying heavy school bags → Idea for a lightweight bag solution.

2. Trends & Social Media

3. Local Community Needs

Lack of buses to city → Private Transport services to city

4. Existing Business Models

Swiggy/Zomato → Home-cooked meal delivery for students.

5. Hobbies & Interests

A student who loves painting → Custom artwork business on sarees, mats, glassware

### Activity 1

Form a group of 5 members. They will be given 20 -25 minutes to come up with an idea of a product or service to solve the problem that can be made into a solution.

1. What problem does it solve?
2. Whose problem does it solve?
3. How does it solve the problem?

## Business Model Canvas

A business model canvas is a visual framework that identifies factors affecting your business concept in a one-page document.

|                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                    |                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key Partners</b><br>Who are our key partners?<br>Who are our suppliers?<br>Who are our distributors?<br>Who are our partners?<br>Who are our allies?<br>Who are our competitors?                                                              | <b>Key Activities</b><br>What key activities do our value propositions require?<br>Which activities are the primary drivers of our value?<br>Which activities are the most difficult to perform?<br>Which activities are the most costly? | <b>Value Propositions</b><br>What bundles of products and services are we offering to each customer segment?<br>What value do we deliver to our customers?<br>Which customer needs are we addressing?<br>Which customer problems are we helping to solve? | <b>Customer Relationships</b><br>What types of relationships do we create with our customer segments?<br>How do we interact with our customers?<br>How do we deliver our value?<br>How do we retain our customers?<br>How do we expand our market? | <b>Customer Segments</b><br>For whom are we creating value?<br>Who are our most important customers?<br>Who are our target customers?<br>Who are our non-target customers? |
| <b>Key Resources</b><br>Which key resources do our value propositions require?<br>Which key resources are the primary drivers of our value?<br>Which key resources are the most difficult to obtain?<br>Which key resources are the most costly? |                                                                                                                                                                                                                                           | <b>Channels</b><br>Through which channels do our customer segments want to be reached?<br>How do we reach our customers?<br>How do we deliver our value?<br>How do we retain our customers?<br>How do we expand our market?                               |                                                                                                                                                                                                                                                    |                                                                                                                                                                            |
| <b>Cost Structure</b><br>Which costs are most critical to our business structure?<br>Which costs are the primary drivers of our value?<br>Which costs are the most difficult to control?<br>Which costs are the most costly?                     |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                           | <b>Revenue Streams</b><br>For what value are our customers willing to pay?<br>How do we capture value?<br>How do we deliver our value?<br>How do we retain our customers?<br>How do we expand our market?                                          |                                                                                                                                                                            |
| Designed For:                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                           | Designed by:                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                    | Date:                                                                                                                                                                      |
| Version:                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                           | <b>Business Model Canvas</b>                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                    |                                                                                                                                                                            |

**Activity 2:** Display on screen, choose an example company and outline each section with the children.

**Activity 3:** Worksheet of Business Model Canvas for their own product/service.



## Financial Planning

### *What is Finance?*

Finance is the management of money, investments, and other financial resources. It involves activities like budgeting, saving, borrowing, investing, and analysing risks to maximize wealth or achieve financial goals. Finance is all about managing money. Whether it's earning, saving, spending, or investing, understanding basic financial concepts is important to help you make smart choices in the future.

Basic Terms of Finance: [https://youtu.be/OiRbD5rM5qc?si=GYkblew\\_QP5zMXU](https://youtu.be/OiRbD5rM5qc?si=GYkblew_QP5zMXU)

### *What is Budgeting?*

Budgeting is the process of creating a plan to manage your money. It involves deciding how much money you will earn, save, and spend over a specific period.

A budget

- helps you track your finances
- avoid overspending,
- and achieve your financial goals.

It means creating a plan to manage your money so you don't overspend and can save for things you want.

### **Example:**

Family of Ramayya and his monthly household budgeting. Ramayya has an income of 20,000 rupees per month. He has a family of 5: 1 parent, his wife and 2 children. How will Ramayya distribute his income throughout the month to meet the needs of the family? Ask children how they will plan his finances for the family.

### *What is Financial Forecasting?*

Financial forecasting is predicting or estimating how much money a business will make or spend in the future. It helps plan for the future and make smart financial decisions.

It is based on historical data and current trends.

### **Example 1:**

Asha runs a small fruit stall in a supermarket in Kamkole. She wants to plan her earnings and expenses for next month.

Last month, Asha sold 50 fruits daily. If she worked for 24 days, she sold 1200 fruits. Average revenue is 18 rupees per fruit. Average cost is 9 rupees. Average profit per fruit is 9 rupees. Total profit is 10,800 for that month.

This month because it is festive season, she expects to sell 80 fruits per day easily. She is planning to work for only 22 days as her son's birthday is coming. Expected quantity of sale = 1760. Average revenue per fruit is 18 rupees, but cost increased to 10. So, expected profit = 14,080

By forecasting, Asha knows she will have extra money to save or invest in buying more fruits next month. Financial forecasting helps her plan ahead and avoid losses.

### Example 2:

#### Income:

| Description            | Particulars | Amount (₹)    |
|------------------------|-------------|---------------|
| Haircuts (Men & Kids)  | 10*70*30    | 21,000        |
| Beard Trims & Shaves   | 10*40*30    | 12,000        |
| Head massage           | 5*50*30     | 7,500         |
| Sales of Hair Products | 3*100*30    | 9,000         |
| <b>Total Income</b>    |             | <b>49,500</b> |

#### Expenses:

| Description              | Amount (₹)    |
|--------------------------|---------------|
| Rent                     | 12,000        |
| Electricity & Water      | 3,000         |
| Staff Salary (1 Helper)  | 10,000        |
| Hair & Grooming Products | 8,000         |
| Maintenance & Cleaning   | 2,000         |
| <b>Total Expenses</b>    | <b>35,000</b> |

Profit= 14,500

#### What is Funding?

Funding is the money provided for a specific purpose, such as starting a business, expanding a project, or supporting an idea. It can come from different sources like banks, the government, investors, or personal savings.

#### What Are Funding Options?

##### Friends and Family

In the early stages of a private company, personal resources are used to finance business operations. Pulling from savings, taking a distribution from a retirement account, owners may find funding opportunities among friends and family members.

##### Bank Loans

A bank loan is money that a bank gives to a person or business, which they must pay back over time with some extra money called interest. Bank loans help people buy homes, start businesses, or handle emergencies. But it's important to borrow only what you can repay, or else the bank may take away

something valuable, like property or savings, if you fail to pay back the loan. This makes bank loans a helpful but responsible way to get money when needed.

For example, Rahul wants to start a small shop but doesn't have enough money. He goes to a bank and asks for a loan of ₹50,000. The bank checks if he can repay the loan and then gives him the money. Rahul uses the loan to buy goods and set up his shop. Every month, he pays back a small part of the loan along with interest until he returns the full amount.

#### Government Policies

The government provides financial support to individuals, businesses, and organizations through various schemes, grants, and subsidies. This helps in starting new businesses, expanding existing ones, or supporting specific industries like farming, education, or healthcare. Government funding options make it easier for people to achieve their goals without depending entirely on personal savings or bank loans. However, to receive these benefits, applicants must meet specific conditions set by the government.

#### Activity 4

Investment of 50,000 has been granted to the student's business idea- budget this amount according to the necessities of the company. Create a fictional forecast of expenses and revenues for the business.

## Legal Framework

| Business Type           | Documents Needed                | Where to Apply?    |
|-------------------------|---------------------------------|--------------------|
| Sole Proprietorship     | Aadhaar & PAN Card              | Meeseva Portal     |
|                         | Address Proof                   | GST Portal         |
|                         | Business Registration (Meeseva) |                    |
|                         | GST Registration (if needed)    |                    |
|                         | Trade License (if needed)       |                    |
|                         | Bank Account                    |                    |
| Partnership Firm        | Partnership Deed                | Registrar of Firms |
|                         | Aadhaar & PAN of Partners       | GST Portal         |
|                         | Address Proof                   |                    |
|                         | GST Registration                |                    |
|                         | Bank Account                    |                    |
| Private Limited Company | Aadhaar & PAN of Directors      | MCA Portal         |
|                         | MOA & AOA (Company Rules)       | Startup Telangana  |
|                         | Digital Signature (DSC)         |                    |



|                                 |                                                                                                                                |              |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------|
|                                 | Director Identification Number (DIN)<br>Company Incorporation Certificate<br>GST Registration<br>Shops & Establishment License |              |
| MSME (Small Business / Startup) | Udyam Registration<br>Aadhaar & PAN<br>GST Registration<br>Bank Account                                                        | Udyam Portal |
| Food Business                   | FSSAI License<br>Business Registration<br>GST Registration                                                                     | FSSAI Portal |
| Export/Import Business          | IEC (Import Export Code)<br>Business Registration<br>GST Registration                                                          | DGFT Website |

### Institutions to Help

#### We-Hub (For Girls Starting a Business)

- Helps girls start businesses
- Gives money, training, and mentors
- Connects you to investors
- Who can apply? Any girl with a business idea
- Apply at We-Hub Website

#### T-Hub (For Cool Startup Ideas)

- Helps with funding, workspace, and mentors
- Big companies and experts will guide you
- Holds competitions & startup events
- Who can apply? Students with tech or non-tech ideas
- Apply at T-Hub Website

#### T-Works (For Robotics & Engineering Startups)

- Has 3D printers, machines, and tools to build things
- Helps with prototypes, funding, and expert advice
- Who can apply? Students working on hardware, robots, or IoT
- Apply at T-Works Website

#### TASK (For Learning Business & Tech Skills)

- Gives free training on business & technology

- Connects students to companies & funding
- Who can apply? College & school students
- Apply at TASK Website

Startup Telangana (For Easy Business Registration)

- Helps you register a business easily
- Provides money, office space, and legal help
- Gives discounts & subsidies for startups
- Who can apply? Any student with a business idea
- Apply at Startup Telangana Portal

PMEGP (For Business Loans)

- Get up to ₹25 lakh to start a business
- Government pays 25-35% of the loan for you
- Who can apply? Any student starting a shop, service, or factory
- Apply at PMEGP Portal

Activity 5

Worksheets Related to Legal Framework.

## Marketing

### 1. Introduction – What is Marketing?

*“If you started a samosa stall outside your school, how would you let people know about it?”*

*“Would you tell your friends? Make a big signboard? Give free samples?”*

Marketing is simply how businesses tell people about their products and convince them to buy.

*Ice cream vendor vs. Chat Bandar: The ice cream vendor just stands with his cart, but the Chat Bandar guy shouts about “Pani Puri Offer – Buy 1 Get 1 Free!” Who do you think sells more?*

Chat Bandar! Because he’s using a marketing strategy – offers, shouting out, and word of mouth.

### 2. Marketing Strategies

*Traditional Marketing vs. Digital Marketing*

#### Activity 6

Split the class into two groups:

- One group imagines they own a cycle repair shop – How would they advertise? (Posters, word-of-mouth, discounts)
- The other group imagines they have an online T-shirt shop – How would they get customers? (Instagram, WhatsApp messages, online ads)

Traditional Marketing: Posters, newspaper ads, radio ads, word-of-mouth.

Digital Marketing: Social media, websites, online ads, YouTube videos.

#### *The 4P’s of Marketing*

Use a simple example: Let’s say you are selling mango juice.

1. Product – What makes your mango juice special? (Fresh, no sugar, homemade)
2. Price – How much will you sell it for? (Rs. 10 or Rs. 20?)
3. Place – Where will you sell it? (Near schools, bus stops, online orders?)
4. Promotion – How will people know about it? (Free samples, Instagram reels, WhatsApp messages)

#### *Customer Acquisition – How to Get Customers?*

Teach through a game:

1. You’re opening a tea stall outside a cinema hall.
2. What marketing tricks will you use to bring in customers? (Discounts, loud shouting, offering free biscuits?)
3. Write ideas on the board and discuss which ones will work best.



### Activity 7

Ask students to think of their own business and decide the 4Ps for their product. What customer acquisition techniques and promotions will they use for their product?

#### Digital Marketing in Telangana

Social Media Example:

*Have you seen reels on Instagram or YouTube ads for local restaurants or clothes? That's digital marketing!*

Even small businesses in Telangana (like tiffin centers or textile shops) are using Instagram, WhatsApp Business, and Facebook to sell products.

### Activity 8

For their own business ideas:

- How will they market it traditionally?
- How will they market it digitally?

### Activity 9

Create a reel for their own business idea.

## Prototype Development

Imagine you have an amazing idea, like a school bag with a fan to keep your back cool in summer or you have a fantastic idea for a magic pen that erases any ink instantly. How would you show your idea to people without making hundreds of pens first?

Today, the industry moves at light speed with the mantra of "Fail fast and fail often" because we have so many tools at our disposal to quickly try ideas to unlock new opportunities and market. And if you aren't using these tools to move at that pace, you know your competitors are. So how can prototyping be used most effectively in your business? How can it accelerate your business today?

### Prototype Introduction

#### What is a Prototype?

A prototype is:

- A sample or model of your idea.
- Something you can touch, show, or test.
- A way to check if your idea works.

A prototype is a simple version of your idea. It can be a drawing, a model, or even something made from materials like cardboard or clay. It helps us test our idea before making the real thing."

#### Why prototypes are important?

1. **Test Your Idea:** Helps see if it works.
2. **Find Problems:** Fix mistakes early.

3. **Save Money:** Avoid making expensive errors.
4. **Get Feedback:** Improve the idea before finalizing it.

#### *Steps to Create a Prototype*

1. Identify a problem.
2. Come up with an idea.
3. Sketch it out.
4. Choose materials.
5. Build and test.
6. Improve based on feedback.

An example: “Smart Water Bottle”

**Step 1:** Think of a problem → “People forget to drink water.” **Step 2:** Come up with an idea → “A bottle that glows when it's time to drink.” **Step 3:** Sketch your idea → Draw how it looks. **Step 4:** Choose materials → Use plastic cups, paper, or tape. **Step 5:** Test the prototype → Show it to friends, ask for feedback.

#### Activity 10

In groups, create a drawing of product or service that will be the foundation of your business.

## Pitching

Pitching means presenting an idea, product, or service to someone in a clear and convincing way.

*Why is it important?*

- **Attracts Investors:** A strong pitch convinces investors to fund the business by showing its potential for growth and profit.
- **Builds Partnerships:** It helps in forming collaborations with other businesses, suppliers, or stakeholders.
- **Boosts Sales:** A well-pitched product or service increases the chances of gaining customers.
- **Opens Opportunities:** Whether for funding, mentorship, or partnerships, a good pitch can lead to unexpected opportunities.

*Characteristics of a Good Pitch:*

1. **Clear & Concise:** Gets to the point quickly without unnecessary details.
2. **Problem-Solution Focused:** Clearly shows what problem is being solved and how the idea or product fixes it.
3. **Storytelling Approach:** Engages the audience with a relatable narrative rather than just facts.
4. **Well-Structured:** Has a logical flow—*problem, solution, market potential, and call to action*.
5. **Data-Driven:** Includes facts, figures, and evidence to back up claims.
6. **Audience-Centric:** Tailored to the audience’s interests, whether investors, customers, or partners.
7. **Confident Delivery:** Shows belief in the idea without sounding arrogant

*Content Tips:*

1. **Start Strong:** Open with a hook—like a surprising fact, question, or short story.
2. **Highlight Value:** Focus more on benefits rather than just features.
3. **Keep It Simple:** Avoid jargon unless the audience is familiar with it.
4. **Show Passion:** Genuine enthusiasm makes the pitch more convincing.
5. **End with a Call to Action:** Clearly state what you want from the listener—investment, support, or feedback.

*Delivery Tips:*

1. **Body Language:**
  - Stand tall, shoulders back, and avoid crossing arms.
  - Use natural hand gestures to emphasize key points.
  - Maintain eye contact to show confidence and connection.
2. **Tone & Voice:**
  - Speak clearly, at a steady pace—neither too fast nor too slow.
  - Vary your tone to avoid sounding monotonous.
  - Pause briefly after important points to let them sink in.
3. **Facial Expressions:**
  - Smile naturally to appear approachable.
  - Show emotion that matches your words—enthusiasm for opportunities, seriousness for challenges.

**Activity 11**

Ask the groups to pitch the business ideas that they have worked on throughout the day.



## R.2. Worksheet 1: Business Model Canvas

|  <b>Business Model Canvas</b> |                                                                                                         |                                                                                                             |                                                                                                                   |                                                                                                              |  |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--|
| <b>Key Partners</b>           | <b>Key Activities</b>  | <b>Value Propositions</b>  | <b>Customer Relationships</b>  | <b>Customer Segments</b>  |  |
|                                                                                                                | <b>Key Resources</b>   |                                                                                                             | <b>Channels</b>                |                                                                                                              |  |
| <b>Cost Structure</b>         |                                                                                                         |                                                                                                             | <b>Revenue Streams</b>         |                                                                                                              |  |
| <div> Designed For: <input type="text"/> Designed by: <input type="text"/> Date: <input type="text"/> </div>   |                                                                                                         |                                                                                                             |                                                                                                                   |                                                                                                              |  |

### R.3. Resource 1: Notes for Legal Framework



## Legal Framework Notes

| Business Type                   | Documents Needed                                                                                                                                                                                                     | Where to Apply?                  |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Sole Proprietorship             | Aadhaar & PAN Card<br>Address Proof<br>Business Registration (MeeSeva)<br>GST Registration (if needed)<br>Trade License (if needed)<br>Bank Account                                                                  | MeeSeva Portal<br>GST Portal     |
| Partnership Firm                | Partnership Deed<br>Aadhaar & PAN of Partners<br>Address Proof<br>GST Registration<br>Bank Account                                                                                                                   | Registrar of Firms<br>GST Portal |
| LLP / Private Limited Company   | Aadhaar & PAN of Directors<br>MOA & AOA (Company Rules)<br>Digital Signature (DSC)<br>Director Identification Number (DIN)<br>Company Incorporation Certificate<br>GST Registration<br>Shops & Establishment License | MCA Portal<br>Startup Telangana  |
| MSME (Small Business / Startup) | Udyam Registration<br>Aadhaar & PAN<br>GST Registration<br>Bank Account                                                                                                                                              | Udyam Portal                     |
| Food Business                   | FSSAI License<br>Business Registration<br>GST Registration                                                                                                                                                           | FSSAI Portal                     |
| Export/Import Business          | IEC (Import Export Code)<br>Business Registration<br>GST Registration                                                                                                                                                | DGFT Website                     |

| Program                                                   | What It Offers                                                          | Who Can Apply?                                   | Application Link                                                                           |
|-----------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>We-Hub</b> (For Girls Starting a Business)             | Funding, training, mentors, and investor connections                    | Any girl with a business idea                    | <a href="http://www.wehub.telanganagov.in">www.wehub.telanganagov.in</a>                   |
| <b>T-Hub</b> (For Cool Startup Ideas)                     | Funding, workspace, mentors, competitions, and events                   | Students with tech or non-tech ideas             | <a href="http://www.t-hub.co">www.t-hub.co</a>                                             |
| <b>T-Works</b> (For Robotics & Engineering Startups)      | 3D printers, machines, prototype support, and expert advice             | Students working on hardware, robots, or IoT     | <a href="http://www.tworks.telanganagov.in">www.tworks.telanganagov.in</a>                 |
| <b>TASK</b> (For Learning Business & Tech Skills)         | Free training, company connections, and funding opportunities           | College & school students                        | <a href="http://www.task.telanganagov.in">www.task.telanganagov.in</a>                     |
| <b>Startup Telangana</b> (For Easy Business Registration) | Business registration, funding, office space, legal help, and subsidies | Any student with a business idea                 | <a href="https://startup.telanganagov.in/">https://startup.telanganagov.in/</a>            |
| <b>PMEGP</b> (For Business Loans)                         | Up to ₹25 lakh loan with 25-35% government subsidy                      | Any student starting a shop, service, or factory | <a href="http://www.kviconline.gov.in/pmegpeportal">www.kviconline.gov.in/pmegpeportal</a> |

## R.4. Worksheet 2: Legal Framework



### Legal Framework Worksheet

#### Multiple Choice Questions

**1. Which two documents are mandatory for identity verification when starting a business?**

- ☐ PAN Card & Aadhaar Card
- ☐ Passport & Library Card
- ☐ Driving License & Student ID
- ☐ Voter ID & Rent Agreement

**2. Where do you apply for MSME benefits in Telangana?**

- ☐ GST Portal
- ☐ Udyam Portal
- ☐ MCA (Ministry of Corporate Affairs)
- ☐ Startup Telangana

**3. When is GST registration required for a business?**

- ☐ If the business has 5+ employees
- ☐ If annual turnover is above ₹40 lakh for services or ₹20 lakh for goods
- ☐ If the owner has an Aadhaar card
- ☐ If the business sells online only

**4. What is the purpose of a Trade License?**

- ☐ To legally operate a business in a city or town
- ☐ To sell food products only
- ☐ To get discounts on raw materials
- ☐ To hire employees

**5. What document is required for company registration with the Ministry of Corporate Affairs (MCA)?**

- ☐ Rent Agreement
- ☐ Company Incorporation Certificate
- ☐ Aadhaar Card only
- ☐ GST Bill

**6. Which two documents define the rules and objectives of a Private Limited Company?**

- ☐ Trade License & GST Registration
- ☐ Aadhaar Card & MOA
- ☐ MOA (Memorandum of Association) & AOA (Articles of Association)
- ☐ Udyam Certificate & Business Plan

**7. Which license is required for businesses dealing with food products?**

- ☐ Drug License
- ☐ FSSAI License





- ☐ Import/Export Code (IEC)
- ☐ Pollution Control Board Clearance

#### 8. What is ESI & PF Registration for?

- ☐ Getting a loan
- ☐ Protecting the environment
- ☐ Registering a business name
- ☐ Employee benefits like health insurance & provident fund

#### 9. What is the purpose of a Digital Signature Certificate (DSC)?

- ☐ To sign business documents online securely
- ☐ To verify business turnover
- ☐ To apply for a business loan
- ☐ To pay GST

#### 10. Which document is needed for a business involved in importing and exporting goods?

- ☐ Pollution Control Board Clearance
- ☐ Import/Export Code (IEC)
- ☐ Shops & Establishment Act License
- ☐ Trade License

Match the following

| Schemes & Initiatives                                                                                    | What They Offer                                                     |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| 1. We-Hub             | a) Supports innovative startups with funding & competitions 🚀       |
| 2. T-Hub              | b) Helps with easy business registration, legal help & subsidies 📄  |
| 3. T-Works            | c) Gives loans up to ₹25 lakh for new businesses 💰                  |
| 4. TASK               | d) Helps girls start businesses with funding & mentorship 👩         |
| 5. Startup Telangana  | e) Provides tools & support for robotics & hardware startups 🛠️     |
| 6. PMEGP              | f) Teaches business & tech skills, connects students to companies 🎓 |

## R.5. Powerpoint Presentation used in class

### INTRODUCTION TO ENTREPRENEURSHIP

## ENTREPRENEURSHIP?

Entrepreneurship is the process of coming up with an idea, starting a business, and taking risks to make it successful. It's about solving problems, creating something new, and making money while managing challenges.

Entrepreneurs are people who turn their ideas into reality. by building businesses, products, or services



Who are some of the entrepreneurs you know?



## INTRODUCTION TO ENTREPRENEURSHIP

## ENTREPRENEURSHIP?

Entrepreneurship is the process of coming up with an idea, starting a business, and taking risks to make it successful. It's about solving problems, creating something new, and making money while managing challenges.

Entrepreneurs are people who turn their ideas into reality, by building businesses, products, or services



Who are some of the entrepreneurs you know?







## Sources of ideas

### 1. Personal Problems & Daily Life:

Example: Struggling with heavy school bags → Lightweight bag solution.

### 2. Trends & Social Media:

Example: TikTok trends → Trendy accessory sales.

### 3. Local Community Needs:

Example: Lack of buses → Private transport service to the city.

### 4. Existing Business Models:

Example: Swiggy/Zomato → Home-cooked meal delivery for students.

### 5. Hobbies & Interests:

Example: Love for painting → Custom artwork on sarees, mats, and glassware.

## Activity

In groups of 5, brainstorm ideas for your own business.

1. What problem does it solve?
2. Whose problem does it solve?
3. How does it solve the problem?

## Business Model Canvas

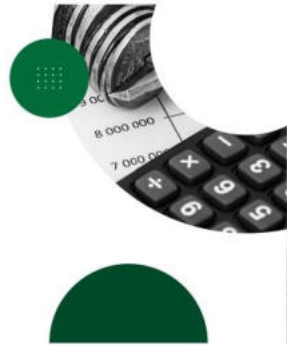
A business model canvas is a visual framework that identifies factors affecting your business concept in a one-page document.



## Activity

Create a Business Model Canvas for your business ideas

# Financial Planning



## What is Finance?

Finance is the management of money, investments, and other financial resources. It involves activities like budgeting, saving, borrowing, and investing. Finance is all about managing money. Whether it's earning, saving, spending, or investing, understanding basic financial concepts is important to help you make smart choices in the future.



Basic Terms of Finance:

[https://youtu.be/0iRbD5rM5qc?si=GYykblew\\_QP5zMXU](https://youtu.be/0iRbD5rM5qc?si=GYykblew_QP5zMXU)



## Budgeting

Budgeting is the process of creating a plan to manage your money. It involves deciding how much money you will earn, save, and spend over a specific period.



## What can it do?

- helps you track your finances
- avoid overspending
- achieve your financial goals



## Example

- Ramayya has an income of 20,000 rupees
- He has a family of 5: 1 parent, his wife and 2 children.
- How will Ramayya distribute his income throughout the month to meet the needs of the family?

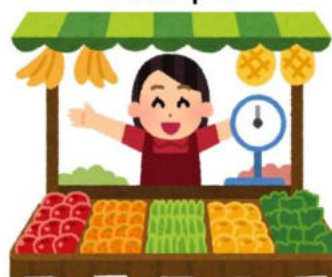


## Financial Forecasting

Financial forecasting is predicting or estimating how much money a business will make or spend in the future. It helps plan for the future and make smart financial decisions. It is based on historical data and current trends.



## Example



Calculate the profit this business earned

Income:

| Description             | Particulars | Amount (₹)    |
|-------------------------|-------------|---------------|
| Hairstcuts (Men & Kids) | 10*70*30    | 21,000        |
| Beard Trims & Shaves    | 10*40*30    | 12,000        |
| Head massage            | 5*50*30     | 7,500         |
| Sales of Hair Products  | 3*100*30    | 9,000         |
| <b>Total Income</b>     |             | <b>49,500</b> |

Expenses:

| Description              | Amount (₹)    |
|--------------------------|---------------|
| Rent                     | 12,000        |
| Electricity & Water      | 3,000         |
| Staff Salary (1 Helper)  | 10,000        |
| Hair & Grooming Products | 8,000         |
| Maintenance & Cleaning   | 2,000         |
| <b>Total Expenses</b>    | <b>35,000</b> |

## Funding

Funding is the money provided for a specific purpose, such as starting a business, expanding a project, or supporting an idea. It can come from different sources like banks, the government, investors, or personal savings.



## Sources of Funding

- 01 Friends and Family
- 02 Bank Loans
- 03 Government Policies (Rashtriya Krishi Vikas Yojana and Pradhan Mantri Mudra Yojana)



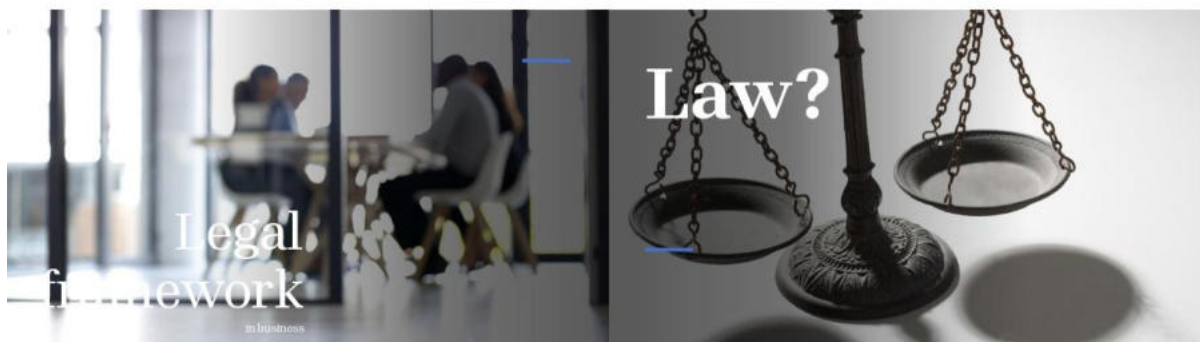
## Activity

Investment of 50,000 has been granted to the student's business idea- budget this amount according to the necessities of the company. Create a fictional forecast of expenses and revenues for the business.

## Legal Framework

Please do open this page of worksheet

|                         |                                                                                                                                                    |                                  |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Sole Proprietorship     | Aadhaar & PAN Card<br>Address Proof<br>Business Registration (Meesewa)<br>IT Registration (if needed)<br>Trade License (if needed)<br>Bank Account | Meesewa Portal<br>GST Portal     |
| Partnership             | Partnership Deed<br>Aadhaar & PAN of Partners<br>Address Proof<br>GST Registration<br>Bank Account                                                 | Registrar of Firms<br>GST Portal |
| Private Limited Company | Aadhaar & PAN of Directors<br>MOA & AOA (Company Rules)                                                                                            | MCA Portal<br>Startup Telangana  |







## Business type

## Basic documents ?

- Aadhaar & PAN Card
- Address Proof
- Business Registration
- GST Registration (if needed)
- Trade License (if needed)
- Bank Account

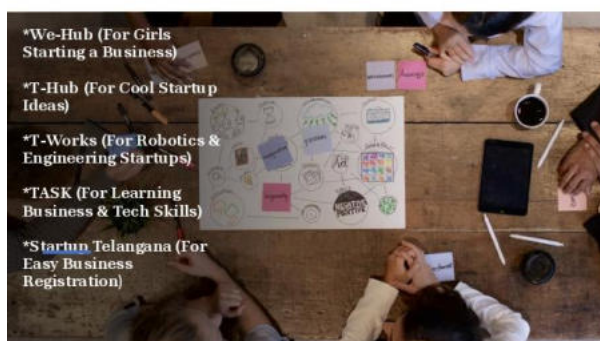
## Where to apply

WHERE

- Meeva Portal
- GST Portal
- Registrar of Firms GST Portal
- MCA Portal
- Startup Telangana
- Udyam Portal (small business / start up)
- FSSAI Portal (for food industry)
- DGFT Website (import and export)



## Institutions that help



## Marketing

## WHAT IS MARKETING?



## TYPES OF MARKETING:

TRADITIONAL  
MARKETING

DIGITAL  
MARKETING

## TRADITIONAL MARKETING



## DIGITAL MARKETING



## 4PS OF MARKETING

PRODUCT - What are you selling?

PRICE - How much will you sell it for?

PLACE - where will you sell it?

PROMOTION - How will you tell people about it?

## CUSTOMER ACQUISITION

HOW TO GET CUSTOMERS?

- Free samples
- Discount & Offers
- Loud promotions & signboards
- Whatsapp & Instagram ads

## GROWING BUSINESSES AND THEIR MARKETING WAYS



## ACTIVITY

Prototype

WHAT IS A  
PROTOTYPE?



A PROTOTYPE IS:

- A **SAMPLE OR MODEL** OF YOUR IDEA.
- SOMETHING YOU CAN TOUCH, SHOW, OR TEST.
- A WAY TO CHECK IF YOUR IDEA WORKS.

WHY PROTOTYPES ARE IMPORTANT

- 1. **TEST YOUR IDEA:** HELPS SEE IF IT WORKS.
- 2. **FIND PROBLEMS:** FIX MISTAKES EARLY.
- 3. **SAVE MONEY:** AVOID MAKING EXPENSIVE ERRORS.
- 4. **GET FEEDBACK:** IMPROVE THE IDEA BEFORE FINALIZING IT.

AN EXAMPLE: "SMART WATER BOTTLE"

- **STEP 1:** THINK OF A PROBLEM → "PEOPLE FORGET TO DRINK WATER."
- **STEP 2:** COME UP WITH AN IDEA → "A BOTTLE THAT GLOWS WHEN IT'S TIME TO DRINK."
- **STEP 3:** SKETCH YOUR IDEA → DRAW HOW IT LOOKS.
- **STEP 4:** CHOOSE MATERIALS → USE PLASTIC CUPS, PAPER, OR TAPE
- **STEP 5:** TEST THE PROTOTYPE → SHOW IT TO FRIENDS, ASK FOR FEEDBACK.
- **STEP 6:** IMPROVE BASED ON FEEDBACK → MAKE CHANGES BEFORE FINALIZING

## Activity

Draw the Prototype of your product or service!

## PRODUCT PITCHING





## WHAT IS PITCHING

Pitching is explaining your idea to someone in a way that makes them excited about it.

Convincing Your Friend to Watch a Show – "Bro, you HAVE to watch this show. It has crazy plot twists, amazing characters, and the best action scenes ever. Trust me, you'll be hooked!"



## Why Is Pitching Important

Pitching helps in

1. Attracting investors
2. Building Partnerships-
3. Boosts sales
4. Opens Opportunities



## WHAT DOES A GOOD PITCH HAVE

1. CLEAR AND CONCISE
2. PROBLEM-SOLUTION FOCUSED
3. STORYTELLING APPROACH
4. WELL-STRUCTURED
5. DATA-DRIVEN
6. CONFIDENT DELIVERY

## HOW TO START YOUR PITCH

1. START STRONG
2. HIGHLIGHT VALUE
3. KEEP IT SIMPLE
4. SHOW PASSION
5. END WITH A CALL TO ACTION

## TIPS FOR GOOD DELIVERY

1. BODY LANGUAGE
2. TONE&VOICE
3. FACIAL EXPRESSIONS



# ERS Activity: Math Quest – Shaping Young Minds

## 1. REPORT SUMMARY:

|       |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1)  | Program Name                           | Math Quest – Shaping Young Minds                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 1.2)  | Date & Time                            | 08.04.2025 & 10:00 AM-12:00 PM                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1.3)  | School/Dept                            | School of Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 1.4)  | Venue                                  | Zilla Parishad School, Kamkole                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1.5)  | Aligned UN SDG                         | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 1.6)  | Activity Type                          | Interactions with students, Short lectures                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1.7)  | Impact Group                           | 7 <sup>th</sup> and 8 <sup>th</sup> Grade students of Zilla Parishad School, Kamkole                                                                                                                                                                                                                                                                                                                                                                                      |
| 1.8)  | Total Participants                     | 60                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 1.9)  | Total Woxsen Student participated      | 60                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 1.10) | List of staffs involved in the program | All Maths Faculties; Nelapati Avinash and Debkumar Bhattacharyya                                                                                                                                                                                                                                                                                                                                                                                                          |
| 1.11) | Link to LinkedIn post                  | <a href="https://www.linkedin.com/posts/dr-amlan-kanti-halder_ersactivity-mathquest-shapingyoungminds-activity-7322545305546039296-JwS3?utm_source=share&amp;utm_medium=member_desktop&amp;rcm=ACoAABJ9BEMBuQxVAGm6iVSdmUOAPU12E6kF-zs">https://www.linkedin.com/posts/dr-amlan-kanti-halder_ersactivity-mathquest-shapingyoungminds-activity-7322545305546039296-JwS3?utm_source=share&amp;utm_medium=member_desktop&amp;rcm=ACoAABJ9BEMBuQxVAGm6iVSdmUOAPU12E6kF-zs</a> |

## 2. INTRODUCTION:

The School of Sciences, Woxsen University, Hyderabad, India, recently organised an ERS Activity aimed towards the school going children of Zilla Parishad High School, Kamkole, to emphasize the need of learning mathematics by focussing on the real-life applications and to list the various opportunities available for higher studies through scholarships being provided by the government and private sectors, right from the higher-secondary till post-graduation.

## 3. OBJECTIVE OF THE PROGRAM:

- To build a strong foundation in mathematics among 7<sup>th</sup> and 8<sup>th</sup>-grade students.
- To employ interactive teaching methods to foster interest and better understanding.
- To demonstrate real-life applications of mathematics to make learning more relatable and impactful.

- To inspire and encourage young minds towards the pursuit of STEM fields through available scholarships from government and private organisations.

#### 4. DETAILED NARRATIVE OF THE PROGRAM:

The session was conducted offline at the premises of ZPHS High School, Kamkole.

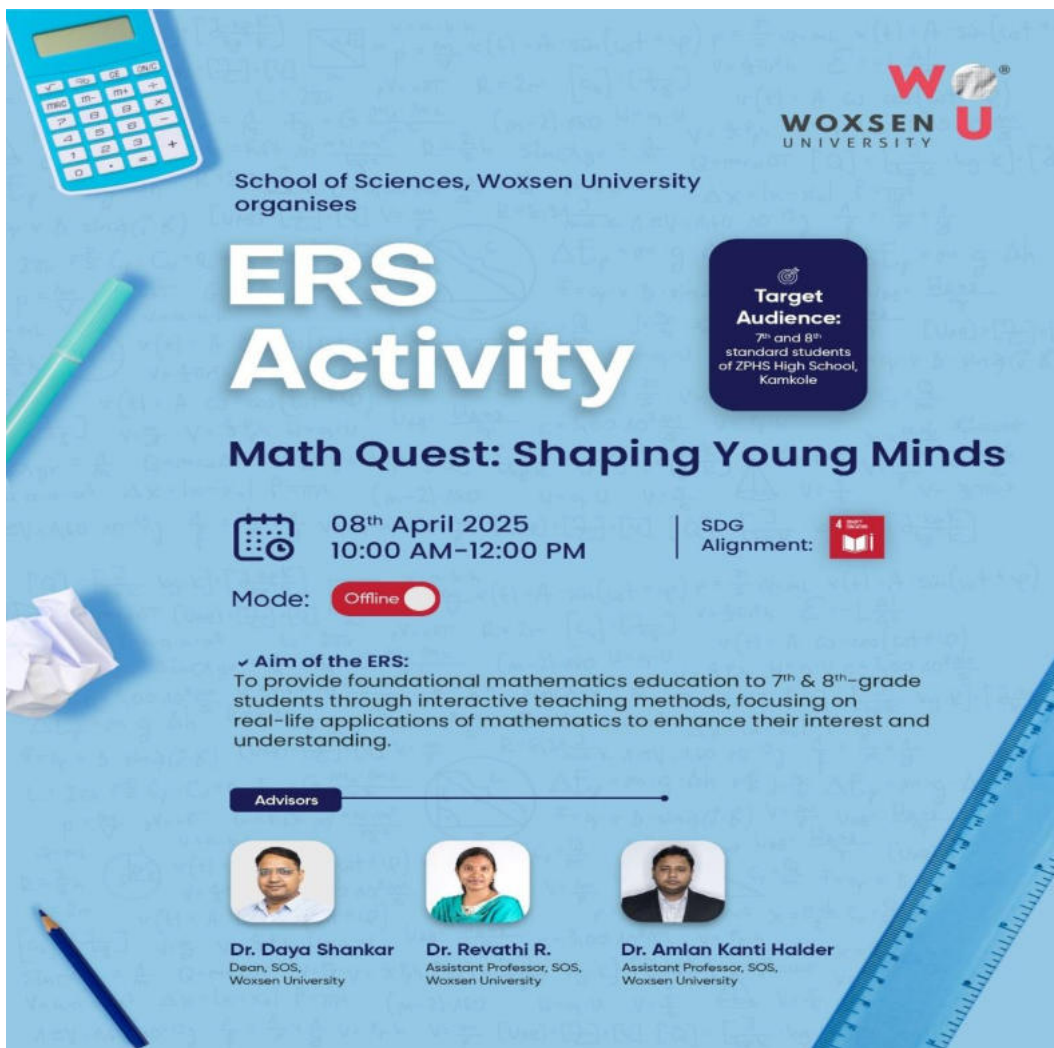
Key activities included:

- Demonstrations showing the real-world use of mathematics.
- Providing a comprehensive list of scholarships available for the students for higher studies by listing the requirements and details of each of them.
- The sessions of the ERS activity were led by Nelapati Avinash and Debkumar Bhattacharyya, by focussing on the intricacies of the foundational mathematics, which everyone tends to overlook. The interactive sessions provided the schoolgoers the platform to understand the broader opportunities available and the possible support which are at their fingertips.

#### 5. OUTCOME AND CONCLUSION:

The ERS Activity "**Math Quest: Shaping Young Minds**" was a resounding success, fulfilling its goal of enhancing mathematics education for school students. Through this initiative, Woxsen University demonstrated its commitment to quality education and community development. Future activities of similar nature are encouraged to continue inspiring young learners and promoting a strong educational foundation in STEM fields.

#### 6. PHOTOGRAPHS OF THE PROGRAM:





School of Sciences, Woxsen University  
organises

# ERS Activity

**Target Audience:**  
7<sup>th</sup> and 8<sup>th</sup>  
standard students  
of ZPHS High School,  
Kamkole

## Math Quest: Shaping Young Minds



**08<sup>th</sup> April 2025**  
10:00 AM-12:00 PM

SDG  
Alignment:



Mode: Offline

✓ **Aim of the ERS:**  
To provide foundational mathematics education to 7<sup>th</sup> & 8<sup>th</sup>-grade students through interactive teaching methods, focusing on real-life applications of mathematics to enhance their interest and understanding.

**Advisors**

---



**Dr. Daya Shankar**  
Dean, SOS,  
Woxsen University



**Dr. Revathi R.**  
Assistant Professor, SOS,  
Woxsen University



**Dr. Amlan Kanti Halder**  
Assistant Professor, SOS,  
Woxsen University













## Wellness Centre

### Elevate 4.0 Report - (Empowering Young Minds)

#### Introduction:

The Elevate 4.0 program is an 8-day structured initiative by the Wellness Centre in collaboration with ERS. It aims to equip underprivileged children from the nearest village, aged between 10 and 18 years, with essential life skills, communication skills, social etiquette, emotional resilience, and knowledge on nutrition and education. The program aligns with the United Nations sustainable development goals (SDG's), ensuring holistic development that fosters responsible, well-rounded individuals.

#### Objectives:

- Equip children with critical life skills to enhance independence, emotional resilience, and adaptability.
- Develop effective communication, interpersonal relationships, and social etiquette.
- Promote personal growth, educational excellence, and alignment with SDG's 3, 4, and 10.

#### Alignment with SDG's:

- SDG 3: Good health and well-being – educating children on proper nutrition and emotional balance to promote a healthier lifestyle.
- SDG 4: Quality education – providing educational enrichment and skill-based learning.
- SDG10: Reduced inequalities – ensuring equal access to quality training and developmental opportunities for children from diverse backgrounds.

#### Elevate Program: Impact and Outreach

##### Duration:

The Elevate program was conducted over 8 weekends, from **22nd March 2025 to 13th April 2025**, covering different modules each day.

##### Target Audience & Outreach Efforts:

The program focused on children and adolescents aged 10-18 years from diverse socio-economic backgrounds, with special emphasis on the children of Woxsen's secondary staff members, including housekeeping, security, gardening, oval maintenance, and construction workers. Efforts to maximize participation included:

- Personal engagement with housekeeping staff to encourage involvement.
- Collaboration with department heads to strengthen enrollment and program support.
- Awareness sessions for parents to highlight program benefits and objectives.
- Tele-support for hesitant families, addressing concerns and reassuring participation.
- Efficient communication channels between parents, volunteers, and coordinators for seamless coordination.



### Progress Overview:

This year, the program focused on supporting underprivileged children, particularly those from Woxsen's secondary staff categories. Recognizing their families' dedication, Elevate aimed to enhance their children's education, fostering a positive connection between staff members and Woxsen as a place of learning and growth. Stronger relationships were built with staff to ensure long-term educational support and encourage parents to view education as an essential investment in their children's future.

### Planning & Execution

- The initiative was launched with thoughtful discussions on aims, objectives, and insights from past-year feedback, ensuring continuous improvement and a stronger impact.
- Continuous meetings with wellness centre, ERS, and COE PIR were held to develop the elevate program plan.
- Volunteers were invited for participation, followed by an orientation session.
- Program coordinators **Ms. Ruthra** and **Mr. Sudhan**, organized by the COE PIR team, led the orientation, clarifying volunteer roles and responsibilities.
- Implemented structured learning modules to ensure consistency in teaching methods.
- Developed activity-based learning strategies to maximize engagement.
- Ensured resource allocation, including study materials and transportation, was effectively planned.

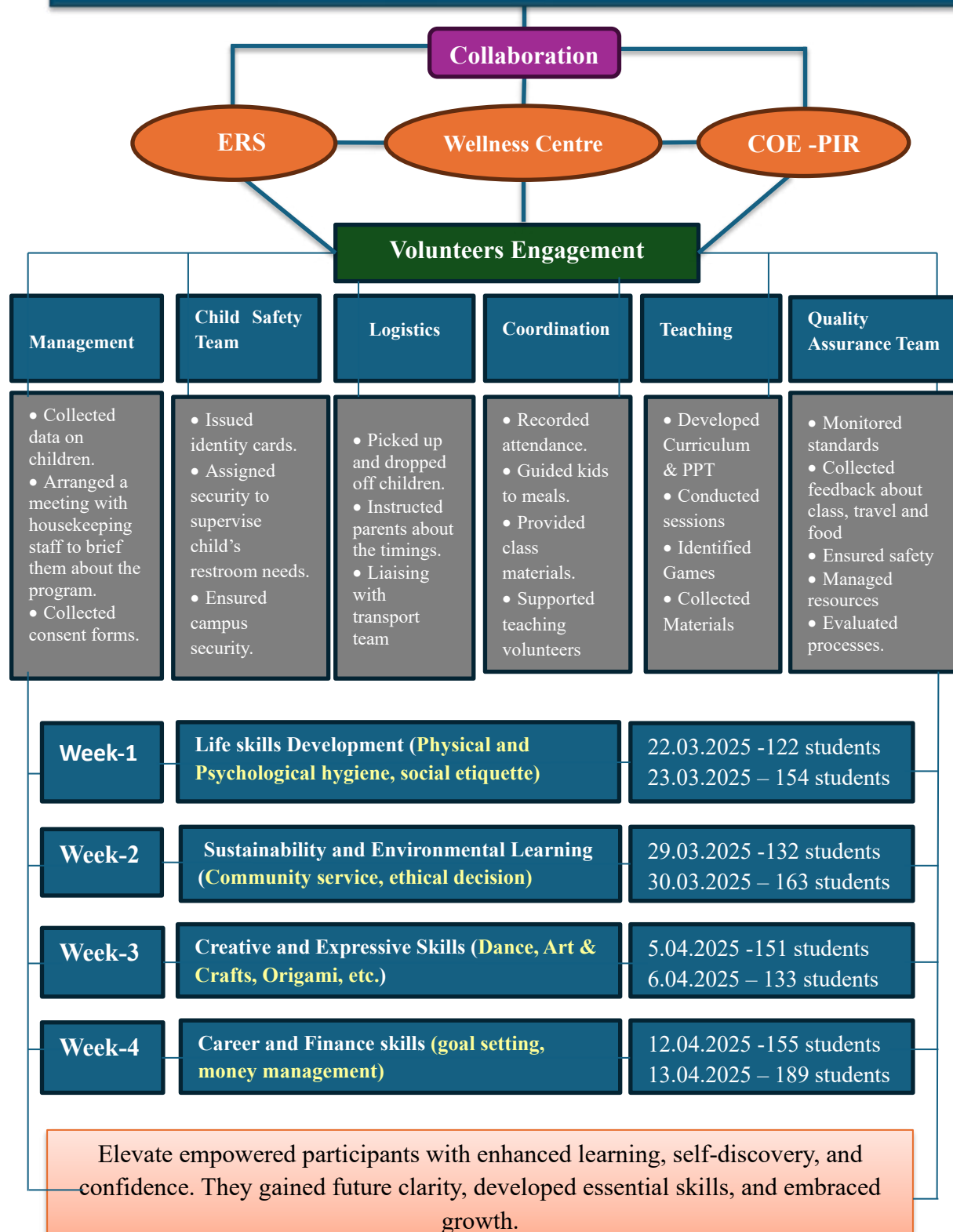
### Implementation & Improvement

- All the four weeks involved regular corrections and adjustments to enhance program efficiency.
- Weekly meetings with volunteers and collaboration teams ensured effective execution of the curriculum and activities.
- Conducted mid-program evaluations to assess engagement and effectiveness.
- Addressed challenges in real-time through structured feedback loops.
- Established a mentorship program where senior volunteers guided new participants.
- Strengthened follow-up mechanisms to track student progress post-program.

### Flow chart of the program

The flowchart provides a **clear and structured representation** of the elevate program's process, ensuring a simple understanding of its overall framework. It visually outlines **the sequential steps of program execution**, highlighting how different components—such as planning, outreach, implementation, and evaluation—connect seamlessly.

# Elevate 4.0 - 2025



## **Procedure - Elevate 4.0 - Inauguration**

The first day of the elevate 4.0 program commenced with grand decorations and a warm, enthusiastic welcome for all the children. As they arrived, we greeted them with applause and heartfelt wishes, setting a positive tone for the program.

The session was inaugurated in a simple yet graceful manner by **Ms. Ruthra Kannan** and **Mr. Sudhan**, marking the beginning of an enriching experience. Following this, all volunteers were introduced and invited to briefly share about themselves, fostering a sense of connection and familiarity among participants.

We then outlined the program's objectives, emphasizing the importance of nurturing the children's individual interests and encouraging their active participation to ensure they feel comfortable within the setup. Additionally, ground rules for behavior and conduct within the campus were clearly explained, ensuring a structured and respectful learning environment for everyone.

### **Week 1 summary**

The session was conducted in an engaging and interactive manner by student volunteers under the supervision of the coordinators. Designed to enhance learning abilities and spark curiosity, the activities encouraged enthusiastic participation from the students.

- **Primary group-** These children learned about physical hygiene through interactive activities. An environmental-themed movie screening in the afternoon further enriched their experience. They also explored creative expression through drawing and practiced simple dance steps.
- **Secondary group -** This group was introduced to basic mindfulness techniques to improve focus and manage daily stress. They engaged in discussions on emotions and self-expression, helping them feel more connected and confident. Emotional regulation was a key focus, as they learned strategies to manage anger, stubbornness, and sadness while fostering habits for sustained happiness through activities and educational videos.
- **Higher class group –** These students displayed a keen interest in science and gained foundational knowledge in business concepts. They also worked on enhancing their communication skills through passage reading, comprehension exercises, and interactive speaking activities, including self-introductions and storytelling, which boosted their confidence and fluency.

### **Week 2 highlights**

This week's session was particularly meaningful with the inspiring presence of **Mr. James a. F. Stoner**. His heartfelt interaction with the students emphasized the value of hard work and deep engagement in one's endeavours. He shared how his passion for sustainability and meaningful work kept him stress-free throughout his life. Despite being at an age when most would retire, his continued dedication—traveling all the way to India to support sustainable development—left a lasting impression on the children. His message encouraged them to reflect on how genuine interest and purpose contribute to mental well-being.

### *The visit of Chief Guest A.F. James Stoner to Elevate 4.0 on March 29, 2025*



- **Primary group** - The younger children showed increased engagement, forming strong bonds with the Volunteers. They asked thoughtful questions and eagerly took part in activities, including storytelling and completing unfinished stories, which enhanced their imagination and verbal expression. A sensitive and essential session on good touch and bad touch was conducted in a safe and supportive environment. Festive celebrations for Ugadi and Ramzan filled the space with joy, as children, dressed in vibrant outfits, performed dances and ramp walks with enthusiasm, bringing energy and excitement to the event.
- **Secondary group** - This group explored artistic expression through drawing, sketching, and colouring sessions led by an instructor. They also focused on communication skills, acting out English comprehension passages and practicing fundamental words and phrases. These activities helped build their confidence and fluency while fostering creativity.
- **Higher secondary group** - The older students continued their exploration of business concepts, gaining deeper insights that sparked curiosity. Discussions on mental health expanded to cover personal, social, family, and academic well-being. Their enthusiastic participation, engaging in meaningful conversations and asking insightful questions, demonstrated a growing interest in both business knowledge and mental wellness, helping them cultivate a balanced and fulfilling mindset.

### **Week 3 program summary**

Week 3 was filled with creativity, communication, and meaningful engagement across all age groups, offering students enriching experiences through interactive and age-appropriate activities.

- **Primary group** - The primary children entered a World of imagination and discovery through storytelling, drawing, and expressive play. They explored new ideas while laughing, learning, and building connections in a joyful and supportive environment. These activities nurtured their creativity and curiosity, making their learning experience both enjoyable and purposeful.
- **Secondary group** - These children were focused on confidence and communication took centre stage for this group. They participated in dynamic activities that encouraged self-expression and active listening. Additionally, they explored their artistic skills through craftwork, using creativity and craftsmanship to produce meaningful pieces.
- **Higher secondary group** - These students focused on environmental themes, deepening their understanding of sustainability through discussions and artistic expression. A highlight of the



week was their dance performances, which powerfully conveyed environmental messages. These moments demonstrated their ability to connect with global issues through movement, creativity, and passion.

### Week 4 program summary

Week 4 featured engaging activities designed to spark curiosity, develop new skills, and foster creativity across all age groups.

- **Primary group** - The younger children enjoyed word-based games that made literacy learning both fun and educational. They tackled pronunciation challenges and participated in missing-letter quizzes, strengthening their foundational language skills in an interactive way.
- **Secondary group** - This group focused on life skills, testing their knowledge and abilities through quizzes. They also explored origami, learning new techniques while expressing their creativity through hands-on craftwork.
- **Higher secondary group** - The older students deepened their understanding of business concepts and strategies. A highlight of the week was an origami session using newspaper, led by **Dr. Rajkumar Thangavel, Chief Librarian**. This activity combined artistic expression with thought-provoking discussions, broadening their perspectives on both business and life.

### Valedictory

The last-day program was concluded with a lively celebration featuring art, dance, music, and solo singing. We expressed heartfelt gratitude to the management and supporters for their invaluable contributions. Additionally, we sincerely appreciated the children and their parents for their ongoing commitment to the weekend sessions, which remained a key highlight. The event was further enriched by the dedication and enthusiasm of all volunteers, whose involvement made a lasting impact.



## Graphical Representation

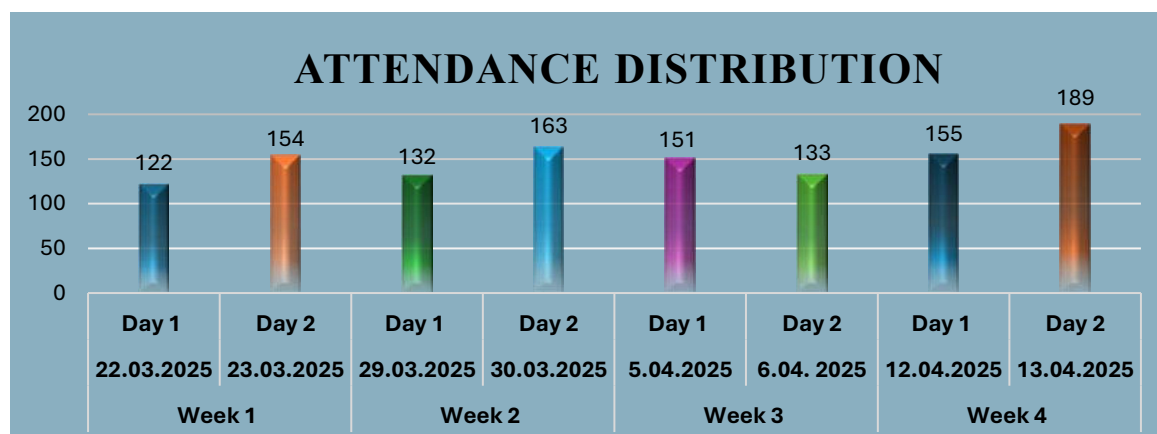


Table 1 shows the number of participants who attended each day, organized by date, over four consecutive weeks.

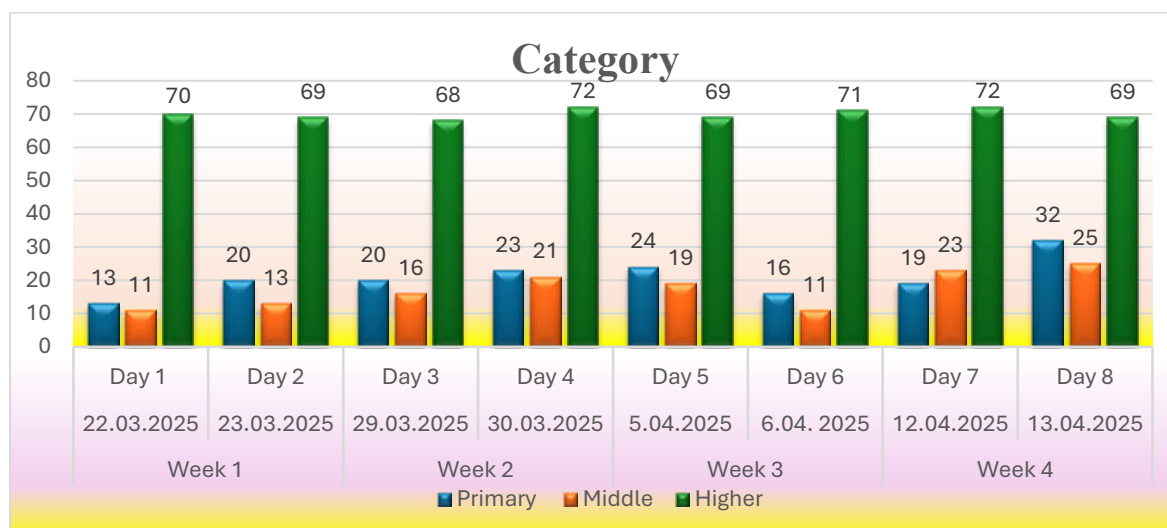


Table 2 represents the variation in the number of participants attended in three different categories of primary, middle, and higher secondary in the 4 weeks.

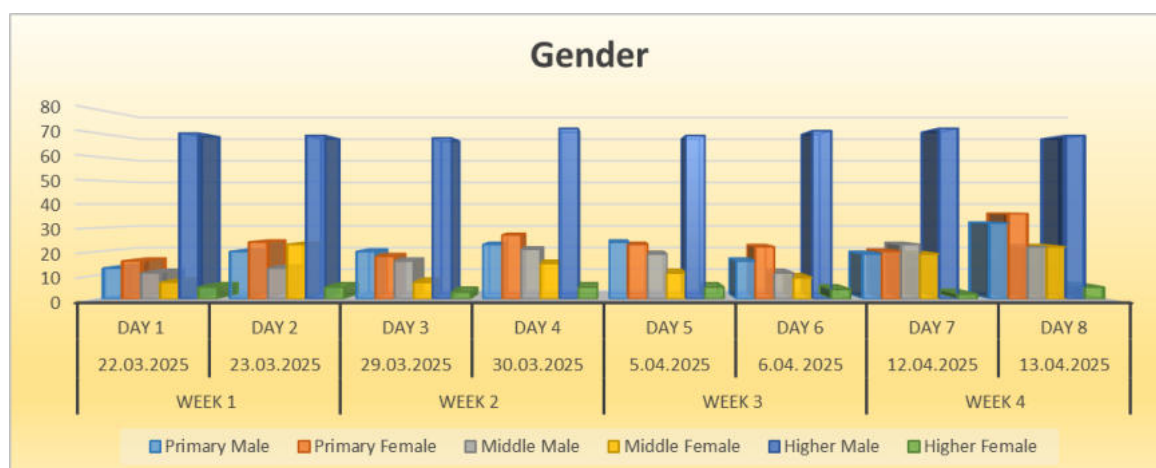


Table 3 represents a gender-based breakdown of student participation in the program.

### Fundraising activities

1. The **Management** played a crucial role in supporting the program by covering major expenses related to transportation and food, serving as a strong foundation for its success.
2. **Movie screening** – student volunteers organized a movie screening to raise funds for the elevate program. The event was open to university students, and contributions were collected based on attendance. (date: 19.3.2025)
3. **Food stalls** were set up on campus to generate funds for the program. Although heavy rain impacted sales, a small amount was collected and used to purchase gifts for the children. (date: 2.4.2025 to 4.4.2025)
4. **Sponsors** – stationery items and other essential resources were received from the TedX team, sports team, ERS team, and external contributors, including t-shirts, notepads, and other gifts for the children, helping to cover program expenses.

### Program highlights & best practices

- **Issued identity cards** to all children for proper identification.
- **Designed age-appropriate syllabus** tailored to different learning levels.
- **Taught dance, art, craft, and specialized sketching** skills to enhance creativity.
- **Maintained daily communication with parents** regarding pick-up and drop-off details, ensuring children's safety.
- **Provided free food and transportation** with management approval, supporting accessibility.
- **Offered refreshments** before children returned home for better well-being.
- **Promoted sustainability** by using eco-friendly food products and providing them as goody gifts to encourage awareness.
- **Encouraged interactive participation** among students to foster confidence and communication skills.
- **Treated children with genuine care and empathy**, creating a nurturing environment.
- **Conducted weekly meetings (twice a week)** to optimize syllabus planning and coordination among teams.
- **Ensured equal participation and dedication** from volunteers and collaboration teams.
- **Hosted a resource person** to conduct origami workshops.
- **Involved other clubs** to share insights relevant to students' career interests.
- **Welcomed dr. James**, who visited and observed an elevate session.
- **Program coordinators facilitated** select sessions to enhance engagement.
- **Organized diverse games and activities** to keep students actively involved.
- **Celebrate achievements** with small recognition events to boost motivation.
- Engaged the children with a **General Knowledge quiz** activity to stimulate their curiosity and learning.
- Captured their attention with **innovative games, icebreakers and fun competition**, followed by group games to foster team coordination and ensure active participation.
- Discussed the **importance of sports involvement**, particularly among the higher secondary students, highlighting its role in physical, psychological and social development.



### Future Planning:

1. **Establish a Trained Volunteer Team:** We will recruit and train student volunteers to educate underprivileged children using interactive methods.
2. **Ensure Program Continuity:** The Elevate program will take place every six months, providing consistent support for children's learning and development.
3. **Target Middle & Higher Age Groups:** Special focus will be given to older students to enhance their learning during key developmental stages.
4. **Improve Engagement for Younger Children:** Strategies will be developed to manage their high energy and attention needs, despite external challenges like weather.
5. **Bridge Practical Learning Gaps:** Specialized faculty will be involved in future sessions to offer hands-on learning and clearer explanations.
6. **Expand Faculty Participation:** Faculty and staff engagement will be increased to maximize the program's impact and visibility.

### Summary

The elevate program successfully provided educational support and life skill development to children of secondary staff members, fostering a structured and engaging learning environment. Participants gained valuable insights, improved communication skills, and developed confidence, enabling them to navigate personal, psychological, social and academic challenges more effectively.

Throughout the program, interactive sessions, creative activities, and mentorship opportunities strengthened their learning experience. The initiative also promoted health, nutrition awareness, and career guidance, ensuring holistic development. With the dedication of volunteers, staff, and coordinators, elevate created a meaningful and lasting impact, supporting the students in taking significant steps toward their future.

### Annexures

#### 1. Distribution of Gifts

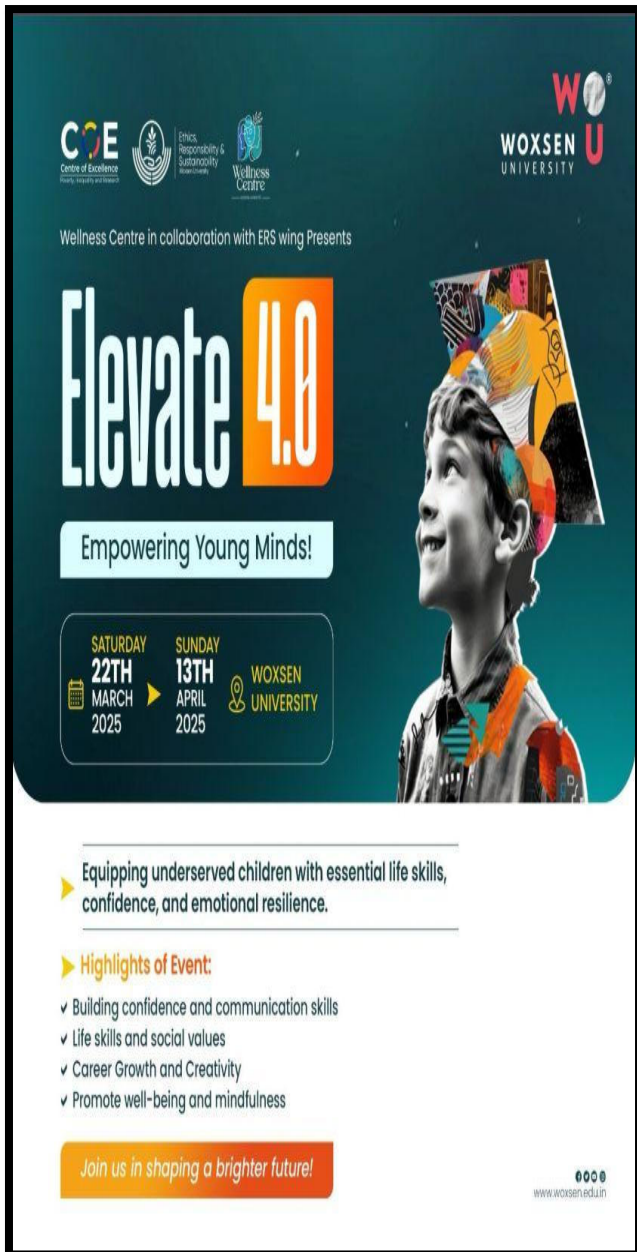




## 2.Program schedule

| Day   | Date            | Activities                             | Forenoon session                 | Time                | Afternoon session                   | Time              |
|-------|-----------------|----------------------------------------|----------------------------------|---------------------|-------------------------------------|-------------------|
| Day 1 | 22nd March 2025 | Age group segregation (10 to 18 years) | Physical hygiene                 | 10:30 am–12:30 pm   | Communication skills                | 2:30 pm–4:30 pm   |
| Day 2 | 23rd March 2025 | Age group segregation (10 to 18 years) | Personality development          | 10:30 am–12:30 pm   | Safety awareness                    | 2:30 pm–4:30 pm   |
| Day 3 | 29th March 2025 | Age group segregation (10 to 18 years) | Sustainability practices         | 10:30 am–12:30 pm   | Life skills                         | 2:30 pm–4:30 pm   |
| Day 4 | 30th March 2025 | Age group segregation (10 to 18 years) | Soft skills                      | 10:30 am - 12:30 pm | Food for mental health              | 2:30 pm–4:30 pm   |
| Day 5 | 5th April 2025  | Age group segregation (10 to 18 years) | Mental hygiene                   | 10:30 am–12:30 pm   | Dance                               | 2:30 pm - 4:30 pm |
| Day 6 | 6th april 2025  | Age group segregation (10 to 18 years) | Business strategies              | 10:30 am–12:30 pm   | Art and crafts                      | 2:30 pm -4:30 pm  |
| Day 7 | 12th April 2025 | Age group segregation (10 to 18 years) | Sports development by ethos club | 2.00pm–3.00pm       | Career development                  | 3.00pm -4.30pm    |
| Day 8 | 13th April 2025 | Age group segregation (10 to 18 years) | Origami workshop                 | 10.30 am–12:30 pm   | Cultural activities and valedictory | 2:30 pm -4:30 pm  |

### 3.Standee and Identity card



COE Centre of Excellence Priority, Integrity and Research

ERSS Ethics, Responsibility & Sustainability Research Society

Wellness Centre

WOXSEN UNIVERSITY

Wellness Centre in collaboration with ERS wing Presents

# Elevate 4.0

Empowering Young Minds!

**SATURDAY 22TH MARCH 2025**

**SUNDAY 13TH APRIL 2025**

WOXSEN UNIVERSITY

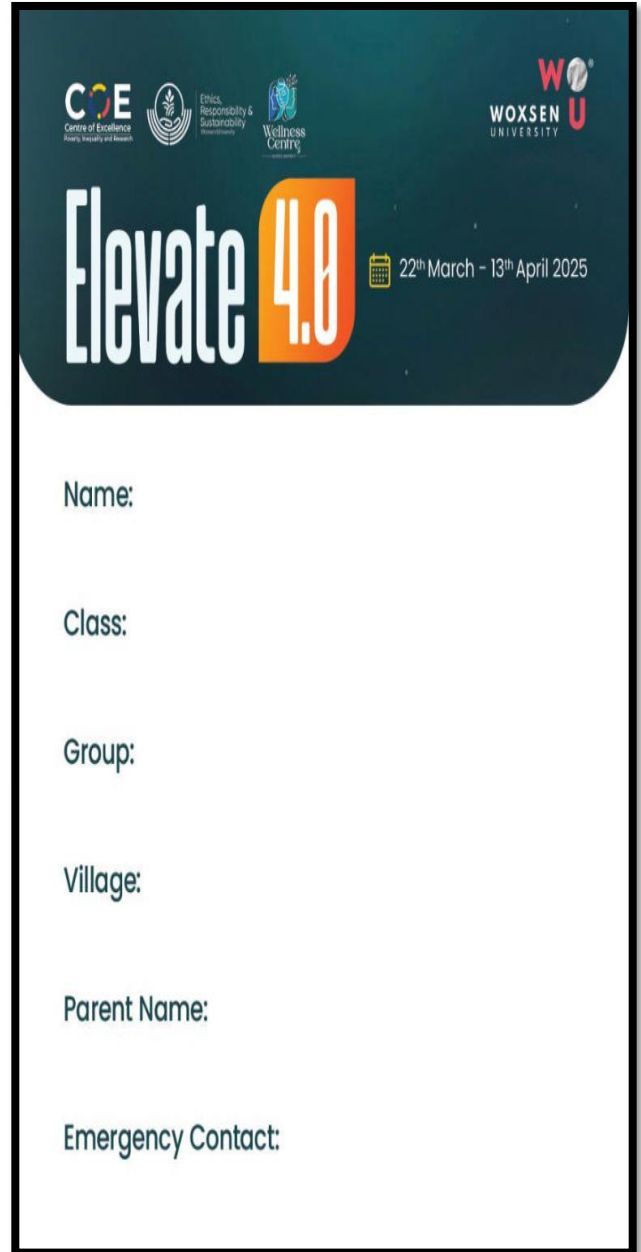
Equipping underserved children with essential life skills, confidence, and emotional resilience.

**Highlights of Event:**

- ✓ Building confidence and communication skills
- ✓ Life skills and social values
- ✓ Career Growth and Creativity
- ✓ Promote well-being and mindfulness

Join us in shaping a brighter future!

www.woxsen.edu.in



COE Centre of Excellence Priority, Integrity and Research

ERSS Ethics, Responsibility & Sustainability Research Society

Wellness Centre

WOXSEN UNIVERSITY

# Elevate 4.0

22<sup>th</sup> March – 13<sup>th</sup> April 2025

Name:

Class:

Group:

Village:

Parent Name:

Emergency Contact:



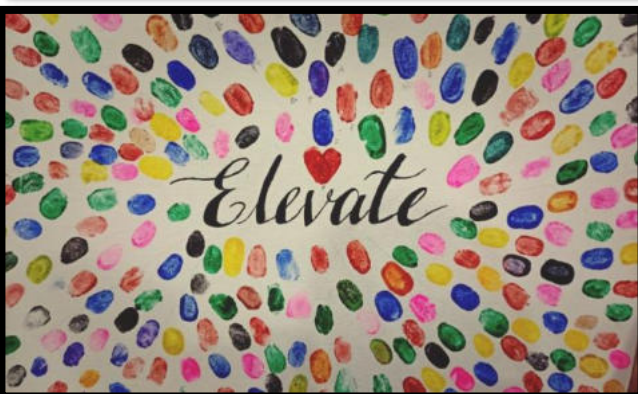


#### 4. Photo collage of Elevate 4.0





## 5. Valedictory Photos





## 6.List of volunteers

| S.no | Name                             | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 | Day 8 | Course                       | Contact number |
|------|----------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|------------------------------|----------------|
| 1    | Arman shaik                      | P     | P     | P     | P     | P     | P     | P     | P     | B.tech 2nd year              | 9966125534     |
| 2    | Reetika malempati                | P     | P     | P     | P     | P     | P     | P     | P     | Bsc hons 1st year            | 8008627493     |
| 3    | Varshnil yadav                   | P     | P     | P     | P     | A     | A     | P     | P     | B.tech 2nd year              | 9966125534     |
| 4    | Deethya reddy<br>ashamagari      | P     | P     | A     | A     | P     | P     | P     | P     | Bba 2nd year                 | 8008654373     |
| 5    | Preksha neerugutti               | P     | P     | A     | A     | P     | P     | P     | P     | Bba 2nd year                 | 9121607827     |
| 6    | Bhavani shanth                   | P     | P     | P     | P     | P     | P     | P     | P     | Bba 2nd year                 | 9121607827     |
| 7    | Tejo kiran gudipati              | P     | P     | P     | A     | P     | P     | P     | P     | Bba hons 1st year            | 9381694894     |
| 8    | S.sri sai siri                   | P     | P     | P     | P     | A     | P     | P     | P     | Bba hons 1st year            | 9381694894     |
| 9    | D d s mahith                     | A     | P     | P     | P     | A     | P     | A     | A     | B.tech 2nd year              | 7989556955     |
| 10   | P.shiva sai goud                 | P     | P     | A     | A     | P     | P     | P     | P     | Btech 1st year               | 8374152074     |
| 11   | Alekhyia<br>singupurapu          | P     | P     | A     | A     | P     | P     | A     | A     | Btech 1st year               | 8374152074     |
| 12   | Gurralla nandu                   | P     | P     | A     | A     | P     | P     | A     | A     | Btech 1st year               | 8374152074     |
| 13   | Peram. Kanishk sai<br>raj        | P     | P     | A     | A     | P     | P     | P     | P     | Btech 1st year               | 8977765845     |
| 14   | Swastika<br>chakraborty          | P     | P     | P     | P     | P     | P     | P     | P     | Bba 1st year                 | 7993319220     |
| 15   | Pavithra. Kore                   | P     | P     | P     | A     | P     | A     | P     | P     | Bba 1st year                 | 7993319220     |
| 16   | Sukwitha reddy                   | P     | P     | P     | A     | P     | P     | P     | P     | Bba 1st year                 | 8638497369     |
| 17   | N vaishnavi                      | P     | P     | P     | P     | P     | P     | P     | P     | Bba 1st year                 | 7825926456     |
| 18   | Hemanth sri sai<br>raja chinnala | P     | P     | A     | A     | P     | P     | P     | P     | Btech 1st year               | 8499950069     |
| 19   | Vaishnavi venkata<br>ravuri      | P     | P     | A     | A     | P     | P     | P     | P     | Btech 1st year               | 7825926456     |
| 20   | Varshini yadav<br>nasaram        | P     | P     | P     | P     | P     | P     | P     | P     | Btech 1st year               | 8638497369     |
| 21   | Mahathi<br>muddapolu             | P     | A     | P     | P     | A     | P     | A     | A     | Btech 1st year               | 8977765845     |
| 22   | Mann motivaras                   | P     | P     | P     | P     | P     | P     | P     | P     | B.tech 1st year              | 7623013309     |
| 23   | Birru bhavitha<br>reddy          | P     | P     | P     | P     | P     | P     | A     | A     | Mba 1st year                 | 9347420902     |
| 24   | Sarayu                           | P     | P     | A     | A     | P     | P     | P     | P     | Btech 2nd year               | 8885448593     |
| 25   | Adwaith                          | P     | P     | P     | P     | A     | A     | P     | P     | Btech 2nd year               | 9347420902     |
| 26   | Vanisha goud                     | P     | P     | P     | P     | A     | A     | P     | P     | Ba 2nd year                  | 9550151625     |
| 27   | Pranith                          | P     | P     | A     | A     | P     | P     | P     | P     | Ba 2nd year                  | 9989402862     |
| 28   | Dubba aakash                     | P     | P     | A     | A     | P     | P     | P     | P     | B.tech 2nd year              | 9989402862     |
| 29   | Adya rao                         | P     | P     | P     | P     | A     | P     | P     | P     | Ba 2nd year                  | 6300956466     |
| 30   | Kavya rishitha                   | P     | P     | P     | P     | A     | A     | P     | P     | Ba 2nd year                  | 8247804152     |
| 31   | Aashutosh gautam                 | P     | P     | P     | P     | P     | P     | P     | P     | B.tech 2nd year              | 9346420259     |
| 32   | Bijjam vishnu<br>vardhan reddy   | P     | P     | P     | A     | A     | A     | P     | P     | Btech 3rd year<br>cse (aiml) | 9014218268     |
| 31   | Lakshya bamboli                  | P     | P     | P     | P     | P     | P     | P     | P     | B.tech 2nd year              | 9014218268     |
| 32   | Sriramoju siti                   | P     | P     | A     | A     | P     | P     | P     | P     | Bba 2ndyear                  | 9652001188     |
| 33   | Thakur.tejender<br>singh         | P     | P     | A     | A     | P     | P     | P     | P     | Bba 2ndyear                  | 9652001188     |
| 34   | Leena chekuri                    | P     | P     | A     | A     | P     | P     | P     | P     | Btech 1st year               | 7075442616     |
| 35   | Spoorthy gudekote                | P     | P     | A     | P     | P     | P     | A     | A     | Mba 1st year                 | 6360073663     |



## PLANTATION DRIVE

**Commented [SG1]:** Mention the program name

### REPORT SUMMARY:

|     |                                   |                                                                                                                                                                                                                                                                                                                                                                 |
|-----|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Program Name                      | Plantation Drive                                                                                                                                                                                                                                                                                                                                                |
| 2.  | Date & Time                       | 01.09.2024                                                                                                                                                                                                                                                                                                                                                      |
| 3.  | School/Dept                       | School of Technology, Woxsen University                                                                                                                                                                                                                                                                                                                         |
| 4.  | Venue                             | Woxsen University Campus (Near Cricket ground)                                                                                                                                                                                                                                                                                                                  |
| 5.  | UN SDG                            | Goal 13: Climate Action<br>Goal 15: Life on Land                                                                                                                                                                                                                                                                                                                |
| 6.  | Activity Type                     | Environmental Sustainability Initiative - Tree Plantation                                                                                                                                                                                                                                                                                                       |
| 7.  | Impact Group                      | Woxsen University Freshers (Batch 2024)                                                                                                                                                                                                                                                                                                                         |
| 8.  | Total Participants                | Around 50                                                                                                                                                                                                                                                                                                                                                       |
| 9.  | Total Woxsen Student participated | Around 50                                                                                                                                                                                                                                                                                                                                                       |
| 10. | Link to LinkedIn post             | <a href="https://www.linkedin.com/posts/dr-revathi_deeksharambh2024-treeplantation-sustainability-activity-7237321628785795072-n2i?utm_source=share&amp;utm_medium=member_desktop">https://www.linkedin.com/posts/dr-revathi_deeksharambh2024-treeplantation-sustainability-activity-7237321628785795072-n2i?utm_source=share&amp;utm_medium=member_desktop</a> |

### DETAILED REPORT OF THE PROGRAM:

**Commented [SG2]:** Note: Write a detailed narrative of the program

As part of the Deeksharambh 2024 orientation, the fresher students of Woxsen University actively participated in a tree plantation drive aimed at nurturing a sustainable future. Despite the rainy weather, students showed great enthusiasm in planting saplings across various locations on the campus.

This initiative holds significance as it not only marks the commencement of their academic journey but also emphasizes the importance of environmental responsibility. By engaging in this activity, the students are taking a proactive role in contributing to the fight against climate change and fostering biodiversity within the university grounds.

Through this event, the university continues to strengthen its commitment to the UN Sustainable Development Goals, particularly around climate action and ecosystem conservation. Involving students in environmental stewardship activities like this also builds a sense of ownership toward protecting nature, and highlights the importance of creating a greener future.

### CONCLUSION AND FOLLOW-UP PLAN:

**Commented [SG3]:** Note: Write Outcome and conclusion of the Program

The tree plantation drive was a success, with around 100 saplings planted across the campus. The university plans to monitor the growth of the plants and ensure proper maintenance over the coming months. Additionally, further environmental initiatives are being considered to engage students throughout their academic journey and ensure long-term sustainability practices on campus.



PHOTOGRAPHS OF THE PROGRAM:



**Commented [SG4]:** Note: Attach at least One Geo Tagged Photo.





## **ERS ACTIVITY: ENVIRONMENT AND BIODIVERSITY CONSERVATION**

[Aligning with UN SDGs: 13 (Climate Action), 15 (Life on Land) & 6 (Clean water and sanitation)]

### **REPORT SUMMARY:**

|     |                                               |                                                                                                                                                                                                                                                                                                                               |
|-----|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Program Name                                  | <b>ENVIRONMENT AND BIODIVERSITY CONSERVATION</b>                                                                                                                                                                                                                                                                              |
| 2.  | Date & Time                                   | 19.09.2024 & 11 AM – 1 PM                                                                                                                                                                                                                                                                                                     |
| 3.  | School/Dept                                   | School of Liberal Arts and Humanities (SOLH)                                                                                                                                                                                                                                                                                  |
| 4.  | Venue                                         | Telangana Model School, Munipally Village, Sangareddy District, Telangana.                                                                                                                                                                                                                                                    |
| 5.  | UN SDG                                        | SDGs 13, 15 and 6                                                                                                                                                                                                                                                                                                             |
| 6.  | Activity Type                                 | ERS                                                                                                                                                                                                                                                                                                                           |
| 7.  | Impact Group                                  | School Students                                                                                                                                                                                                                                                                                                               |
| 8.  | <b>Coordinators</b><br>of the ERS<br>activity | Dr. Naveen Kolloju<br>Dr. Raju Chaketi                                                                                                                                                                                                                                                                                        |
| 9.  | Total<br>Participants                         | 35 (from 7 <sup>th</sup> and 8 <sup>th</sup> classes)                                                                                                                                                                                                                                                                         |
| 10. | Link to<br>LinkedIn post                      | <a href="https://www.linkedin.com/posts/dr-naveen-kolloju-a516a5b_ers-futureyou-activity-7242761099136163840-7EWa?utm_source=share&amp;utm_medium=member_desktop">https://www.linkedin.com/posts/dr-naveen-kolloju-a516a5b_ers-futureyou-activity-7242761099136163840-7EWa?utm_source=share&amp;utm_medium=member_desktop</a> |

### **DETAILED REPORT OF THE PROGRAM:**

For the academic year 2024-25, the Steering Group on Social Impact & Outreach of the School of Liberal Arts and Humanities (SOLH), Woxsen University has organized its first ERS activity on 19<sup>th</sup> September 2024 at Telangana Model School, located at Munipally village of Sangareddy district, Telangana. In aligning with SDGs (13, 15 & 6), this activity aimed to educate students about the critical role of environmental protection and biodiversity conservation in sustaining life on Earth. Through engaging discussions, interactive sessions, and hands-on activities, students were not only informed about the challenges facing our ecosystems but were also encouraged to reflect on their own daily practices and how these can impact the environment.

## Objectives of the ERS initiative:

1. *Raise Awareness*: Educate students on the importance of biodiversity and environmental protection.
2. *Understand Threats*: Highlight human activities impacting ecosystems, such as pollution and deforestation.
3. *Promote Conservation*: Encourage participation in conservation activities like tree planting and waste reduction.
4. *Inspire Action*: Motivate students to adopt sustainable practices in their daily lives..

With the support of Mr. C. Dasarath, Mandal Education Officer of Munipally, and Mrs. Mallika, the Principal, the steering group decided to conduct the activity at Telangana Model School in Munipally, where many economically and socially disadvantaged students study. The group arrived at the school at 10:00 AM and engaged in discussions with Mr. C. Dasarath and Mrs. Mallika regarding the program's proceedings. A total of 35 students from the 7th and 8th grades participated in the program. After gathering the students in the classroom, Dr. Naveen Kolluju and Dr. Raju Chaketi led an interactive session on Environment and Biodiversity Conservation, focusing on the following aspects.

- *Ecosystem Functionality*: Understanding how different ecosystems function and their roles in supporting life.
- *Biodiversity*: Exploring the variety of species, genetic diversity, and ecosystem diversity, and their importance for ecological balance.
- *Threats to Biodiversity*: Identifying major threats, including habitat destruction, climate change, pollution, invasive species, and overexploitation of resources.
- *Conservation Strategies*: Discussing various approaches to conservation, such as protected areas, wildlife corridors, and sustainable resource management.
- *Sustainable Practices*: Promoting eco-friendly behaviors, including recycling, waste reduction, and sustainable agriculture.

During this session, the team prioritized clarity by presenting ideas and concepts in a straightforward manner, utilizing the local language to ensure that all students could easily understand the information being shared. This approach not only facilitated better comprehension but also fostered a more inclusive environment where students felt comfortable engaging in discussions.



As a result, the students actively participated and shared their perspectives on the topics of environment and biodiversity conservation. They articulated their views and concerns with clarity, discussing how environmental issues directly impact their lives and communities. Many students expressed worries about local pollution, deforestation, and the decline of wildlife, emphasizing their desire for effective solutions.

This event is covered by two local news channels namely SITI Channel and NS Channel (links are given below)

<https://youtu.be/jTTyWTiEAPI?si=kWs7SYoWikfrBVwH>

<https://youtu.be/J7Iv2XFXpXI?si=VJev46GCK9oHqASC>

Timeline:

| Timeline of the ERS Activity |                                                                            |
|------------------------------|----------------------------------------------------------------------------|
| 10:00 AM – 10:15 AM          | Arrival of the steering group members at Telangana Model School, Munipally |
| 10:15 AM – 10: 45 AM         | Meeting with MEO and Principal for briefing about the activity             |
| 10:45 AM – 10:55 AM          | Gathering the Students                                                     |
| 10:55 AM – 12:45 PM          | Session on ‘Environment and Biodiversity Conservation’                     |
| 12:45PM – 1:30 PM            | Q & A session (Clarifying the students doubts)                             |
| 01:30 PM – 01.40 PM          | Concluding the programme                                                   |
| 01:40 PM – 01:55 PM          | Travelling back to Woxsen University                                       |

#### CONCLUSION AND FOLLOW-UP PLAN:

This ‘Social Impact and Outreach’ activity successfully organized the Environmental and Biodiversity Conservation (ERS), addressing an extremely important issue that affects not only local communities but also the global ecosystem. This initiative was designed to raise awareness among students about the significance of preserving our environment and the diverse biological systems that sustain life on Earth.

The primary aim of the activity was to educate students about the critical role they play in environmental stewardship and biodiversity conservation. Through engaging discussions, interactive sessions, and hands-on activities, students were not only informed about the challenges facing our ecosystems but were also encouraged to reflect on their own daily practices and how these can impact the environment. The activity aimed to instill a sense of responsibility and inspire action among students, motivating them to adopt sustainable practices and advocate for environmental protection in their communities.

Moving forward, the follow-up plan includes a couple of key components to ensure that the momentum generated during the ERS activity continues: 1. Feedback Collection: collected feedback from students and teachers to evaluate the session's effectiveness and pinpoint areas for improvement. 2. Resource Development: Using the feedback, we can create educational materials to reinforce key concepts and offer practical tools for sustainable practices.

### **PHOTOGRAPHS OF THE PROGRAM:**



## Reaching the Steering Group at Telangana Model School, Munipally



## Steering group interaction with Head-Mistress and Mandal Education Officer





## Educating the school students on Environment and Biodiversity Conservation





Attendance Sheet

| S.No. | Name of the Student | Class             | Signature        |
|-------|---------------------|-------------------|------------------|
| 1)    | Ayesha Anjum        | 7 <sup>th</sup> A | Ayesha Anjum.    |
| 2)    | Madiha Begum        | 7 <sup>th</sup> A | Madiha Begum     |
| 3)    | S. HARIKA           | 7 <sup>th</sup> A | S. Harika.       |
| 4)    | Ch. Shoranga        | 7 <sup>th</sup> A | Ch. Shoranga     |
| 5)    | G. Suhagini         | 7 <sup>th</sup> A | G. Suhagini      |
| 6)    | N. Gouri Sahasra    | 7 <sup>th</sup> A | N. Gouri Sahasra |
| 7)    | M. Dhatri           | 7 <sup>th</sup> A | M. Dhatri.       |
| 8)    | Sofiya Fareena      | 7 <sup>th</sup> A | Sofiya Fareem    |
| 9)    | Sumayya Begum       | 7 <sup>th</sup> A | Sumayya Begum    |
| 10)   | B. Mala             | 7 <sup>th</sup> A | Mala             |
| 11)   | O. Sindhu           | 7 <sup>th</sup> A | Sindhu.          |
| 12)   | S. Kalavathi        | 7 <sup>th</sup> A | Kalavathi.       |
| 13)   | V. Harshitha        | 7 <sup>th</sup> A | V. Harshitha     |
| 14)   | K. Pavan?           | 7 <sup>th</sup> A | K. Pavan?        |
| 15)   | M. Sakithi          | 7 <sup>th</sup> A | M. Sakithi.      |
| 16)   | G. Anjali           | 7 <sup>th</sup> A | G. Anjali        |
| 17)   | B. Pavan?           | 7 <sup>th</sup> A | B. Pavan?        |

|                     |                      |                    |
|---------------------|----------------------|--------------------|
| 18) Sharath         | 7 <sup>th</sup> (A)  | Sharath Chandrasai |
| 19) Ayan            | 2 <sup>th</sup> (A)  | Ayan               |
| 20) Mathir          | 7 <sup>th</sup> (A)  | Mathir             |
| 21) Arjun           | 7 <sup>th</sup> (A)  | Arjun              |
| 22) M. Sandeep      | 7 <sup>th</sup> (A)  | Sandeep            |
| 23) V. Shiva Kumar  | 7 <sup>th</sup> (A)  | Shiva Kumar        |
| 24) B. Dhanush goud | 7 <sup>th</sup> (A)  | B. Dhanush goud    |
| 25) G.V. GOUTHAM    | 7 <sup>th</sup> (A)  | G.V. GOUTHAM       |
| 26) G. Manikanta    | 7 <sup>th</sup> (A)  | G. Manikanta       |
| 27) B. Jagadish     | 7 <sup>th</sup> (CA) | B. Jagadish        |
| 28) K. Sai Rudvik.  | 8 <sup>th</sup> (A)  | K. Sai Rudvik.     |
| 29) C. Adithya      | 7 <sup>th</sup> (A)  | C. Adithya.        |
| 30) K. Sarveshwar   | 8 <sup>th</sup> (CA) | Sarveshwar         |
| 31) C. Yashwanth    | 7 <sup>th</sup> (A)  | Yashwanth          |
| 32) Md. Sofiyan     | 7 <sup>th</sup> (A)  | Sofiyan            |
| 33) Md. Ailq        | 7 <sup>th</sup> (A)  | Ailq               |
| 34) Md. Abuzar      | 7 <sup>th</sup> (A)  | Abuzar             |
| 35) Md. Awaiz       | 7 <sup>th</sup> (A)  | Awaiz              |

\*\*\*

## ERS ACTIVITY (INDIVIDUAL): CIRCULAR ECONOMY AND SUSTAINABILITY

[Aligning with UN SDGs of 12 (Responsible Production and Consumption), 13 (Climate Action) and 14 (Life below Water) and 15 (Life on Land)]

### REPORT SUMMARY:

|     |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Program Name                      | Circular Economy and Sustainability                                                                                                                                                                                                                                                                                                                                                                             |
| 2.  | Date & Time                       | 19.09.2024 & 10 AM                                                                                                                                                                                                                                                                                                                                                                                              |
| 3.  | Faculty Name                      | Dr. Satyanarayana Turangi                                                                                                                                                                                                                                                                                                                                                                                       |
| 4.  | School/Dept                       | School of Liberal Arts and Humanities                                                                                                                                                                                                                                                                                                                                                                           |
| 5.  | Venue                             | Telangana Model School, Munipally Village                                                                                                                                                                                                                                                                                                                                                                       |
| 6.  | UN SDGs                           | 12, 13, 14 and 15                                                                                                                                                                                                                                                                                                                                                                                               |
| 7.  | Activity Type                     | Individual ERS activity                                                                                                                                                                                                                                                                                                                                                                                         |
| 8.  | Impact Group                      | School children                                                                                                                                                                                                                                                                                                                                                                                                 |
| 9.  | Total Participants                | 60 students                                                                                                                                                                                                                                                                                                                                                                                                     |
| 10. | Total Woxsen Student participated | 0                                                                                                                                                                                                                                                                                                                                                                                                               |
| 11. | Link to LinkedIn post             | <a href="https://www.linkedin.com/posts/satyanarayana-turangi-5616b1188_in-line-with-the-principles-of-woxsen-university-activity-7244600890119086080-9hNO?utm_source=share&amp;utm_medium=member_desktop">https://www.linkedin.com/posts/satyanarayana-turangi-5616b1188_in-line-with-the-principles-of-woxsen-university-activity-7244600890119086080-9hNO?utm_source=share&amp;utm_medium=member_desktop</a> |

### DETAILED REPORT OF THE PROGRAM:

For the academic year 2024-25, I have conducted my individual ERS activity on 19<sup>th</sup> September 2024, at Telagana Model School, Munipally. For this activity, I have chosen the topic of Circular Economy and Sustainability in alignment with Sustainable Development Goals of 12 (Responsible Production and Consumption), 13 (Climate Action) and 14 (Life below Water) and 15 (Life on Land). Regarding this, I have approached concerned school authorities such as Mandal Education Officer Mr. Dasarath Pramanik and Principal Mrs. Mallika, to conduct the initiative. With their support, I have finalised the program schedule and conducted the activity as per schedule without effecting the regular classes.

#### Objective of the ERS Activity:

The students at Telangana Model School have been reading about the basic concepts of environment like land, water, air, climate, etc., as part of curriculum. To add something new to their existing knowledge, I have focused on 'Circular economy and Sustainability' as part of the ERS initiative. The main aim of the activity is to educate the students on Circular economy and its importance.

I reached the school at 10 AM and formally met Mr. Dasaradh Pramanik (MEO) and Mrs. Mallika (Principal) to express our gratitude for giving the opportunity to conduct the ERS Activity.

A total of 60 students participated in this ERS Activity who belong to 7<sup>th</sup> and 9<sup>th</sup> grade students. Since it is a new topic for them, they paid much attention throughout the session. I have made the students quite comfortable during the session using local language and putting the concepts quite simple and easily understandable, citing numerous examples. The students enjoyed throughout the session as the concepts were simplified in local context. At the end of the session, students felt very happy as they were explored to the new learning on circular economy. Some of the students have given their known examples related to waste generation in the society. Interestingly, a few students recollected newspapers readings and cited the model village of **Ibrahimpur** (of Telangana) in the context of sustainable



practices. From the students' interactions and their feedback, the session on circular economy was beneficial as they learned new insights.

**The following issues covered in the session:**

Conventional mode of production  
Different types of pollutants  
Importance of Circular economy and 6R's  
Global practices of circular economy  
Circular economy in Indian context  
Potential challenges in adopting in circular economy  
Way forward

**Timeline:**

| Timeline of the ERS Activity |                                                  |
|------------------------------|--------------------------------------------------|
| 10:00 AM – 10:15 AM          | Arrival at Telangana Model School, Munipally     |
| 10:15 AM – 10:45 AM          | Meeting with MEO and Principal                   |
| 10:45 AM – 10:55 AM          | Mobilising the Students                          |
| 10:55 AM – 01:00 PM          | Session on 'Circular Economy and Sustainability' |
| 01:00 PM – 01:30 PM          | Clarifying the students doubts                   |
| 01:30 PM – 01:40 PM          | Concluding the programme                         |
| 01:40 PM – 01:55 PM          | Travelling back to Woxsen University             |

**CONCLUSION AND FOLLOW-UP PLAN:**

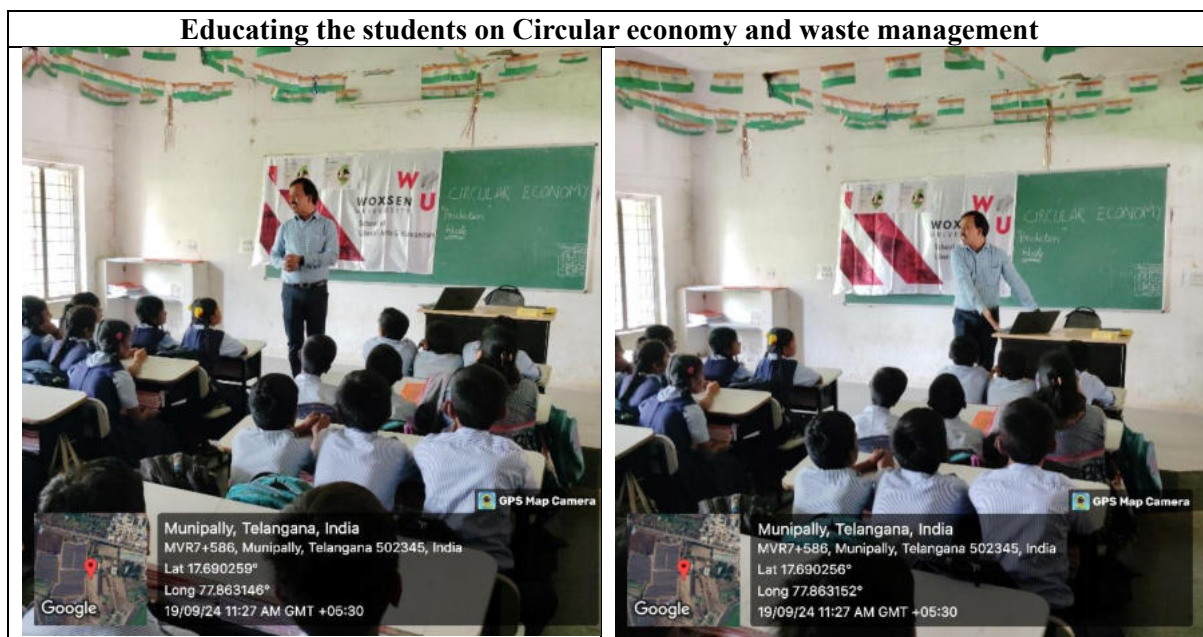
As part of Social Impact and Outreach, an ERS activity has been conducted at Telangana Model school, Munipally on the topic 'Circular Economy and Sustainability'. The main aim of the activity is to educate students on circular economy in alignment with sustainable development goals of 12, 13, 14 & 15. The two major outcome of the ERS activity are namely, familiarising the school students on negative externalities of conventional modes of production, creating knowledge on different types of wastes, reducing waste in the stages of production and consumption, educating the students about circular economy, its challenges and the way forward. As a part of follow-up activity, I am planning to revisit the school with dual purpose of evaluating the completed ERS activity and educating the students with another new topic related to environment in aligning with sustainable development goals.

PHOTOGRAPHS OF THE PROGRAM:

**Mandal Educational Officer briefing the students about the activity**



**Educating the students on Circular economy and waste management**





### Clarifying the students' doubts on circular economy and waste management





# Attendance Sheet

Attendance SHEET

ERS Activity (Individual)

Date: 19th Sept, 2024.

CIRCULAR ECONOMY & SUSTAINABILITY

Venue: Telangana Model School, Municipality.

Faculty Name: Dr. Satyanarayana Turangi, SOLH, Woxsen University.

| S No. | Name of the Student | Class              | Signature         |
|-------|---------------------|--------------------|-------------------|
| 1.    | K. Vamsi            | 9 <sup>th</sup> A  | Vamsi             |
| 2.    | Ch. Bhanuprasad     | 7 <sup>th</sup> B  | Bhanu             |
| 3)    | K. Sharm Kishore    | 7 <sup>th</sup> B  | Sharm             |
| 4)    | A. Shiva charan     | 9 <sup>th</sup> A  | A. Shiva charan   |
| 5)    | Cr. Harish          | 7 <sup>th</sup> B  | Cr. Harish        |
| 6)    | N. Bharath          | 7 <sup>th</sup> B  | Bharath           |
| 7)    | K. Malli Kasiyuni   | 7 <sup>th</sup> B. | Malli Kasiyuni.   |
| 8.    | B. Shiva Sai        | 7 <sup>th</sup> B. | Shiva Sai         |
| 9)    | M. Harsha vardhan   | 9 <sup>th</sup> A  | Harsha vardhan    |
| 10)   | K. Ravikiran        | 7 <sup>th</sup> B  | K. Ravikiran      |
| 11)   | G. Kiran Kumar      | 9 <sup>th</sup> A  | G. Kiran Kumar    |
| 12)   | M. Jagadeeshwar     | 7 <sup>th</sup> B  | M. Jagadeeshwar   |
| 13)   | P. Uday Kiran       | 9 <sup>th</sup> A  | P. Uday Kiran     |
| 14)   | T. Rakesh           | 7 <sup>th</sup> B  | T. Rakesh         |
| 15)   | MD. Abdul Rahiman   | 7 <sup>th</sup> B  | MD. Abdul Rahiman |
| 16)   | MD. Rukmoddin       | 7 <sup>th</sup> B  | MD. Rukmoddin     |



|    |                    |                   |                 |
|----|--------------------|-------------------|-----------------|
| 17 | A. SaJeed          | 7 <sup>th</sup> B | SaJeed          |
| 18 | A. Lakshman        | 9 <sup>th</sup> A | Lakshman        |
| 19 | K. Bhavani prasad  | 9 <sup>th</sup> A | Bhavani prasad. |
| 20 | MD. Faizan         | 8 <sup>th</sup> A | Faizan.         |
| 21 | V. Sashwanth       | 9 <sup>th</sup> A | Sashwanth       |
| 22 | Ch. Vishnu vardhan | 9 <sup>th</sup> A | Vishnuvardhan   |
| 23 | M. Vinay           | 9 <sup>th</sup> A | Vinay           |
| 24 | P. Rameesh         | 7 <sup>th</sup> B | Rameesh.        |
| 25 | V. Vinay chary     | 7 <sup>th</sup> B | Vinay chary     |
| 26 | K. Subramanyam     | 7 <sup>th</sup> B | Subramanyam.    |
| 27 | M. Praneeth        | 7 <sup>th</sup> B | Praneeeth       |
| 28 | MD. Moiz           | 9 <sup>th</sup> A | Moiz.           |
| 29 | R. Varun kumar     | 7 <sup>th</sup> B | Varun kumar     |
| 30 | M.D. Saheeb        | 7 <sup>th</sup> B | Saheeb          |
| 31 | M. Sathwik         | 7 <sup>th</sup> B | Sathwik         |
| 32 | R. Tarun kumar     | 7 <sup>th</sup> B | Tarun kumar     |
| 33 | Md: Ilyaz          | 7 <sup>th</sup> B | Md: Ilyaz       |
| 34 | E. manish          | 9 <sup>th</sup> A | manish          |

|                                  |                   |                        |
|----------------------------------|-------------------|------------------------|
| 35) M. Sanjay Siddharth          | 9 <sup>th</sup> A | <u>Sanjay</u>          |
| 36) B. Bhavanishankar            | 7 <sup>th</sup> B | <u>Bhavanishankar</u>  |
| 37) B. Sathwik                   | 7 <sup>th</sup> B | Sathwik                |
| 1) Ch. Akshitha                  | 7 <sup>th</sup> B | Akshitha               |
| 2) M. Ashwini                    | 7 <sup>th</sup> B | M. Ashwini             |
| 9.3) M. Meghana                  | 7 <sup>th</sup> B | M. Meghana             |
| 4) M. Shravika                   | 7 <sup>th</sup> B | <u>M. Shravika</u>     |
| 5) A. Kishitha                   | 7 <sup>th</sup> B | <u>A. Kishitha</u>     |
| 6) M. Dikitha                    | 7 <sup>th</sup> B | M. <u>Dikitha</u>      |
| 7) B. Pranaya                    | 7 <sup>th</sup> B | B. <u>Pranaya</u>      |
| 38) M. Venkatesh                 | 9 <sup>th</sup> A | M. Venkatesh           |
| 39) Md. Althaf                   | 7 <sup>th</sup> B | Althaf                 |
| 40) S. Thafik                    | 9 <sup>th</sup> A | S. Thafik              |
| 41) N. Karthika                  | 9 <sup>th</sup> A | N. <del>Karthika</del> |
| 42) G. Bharath                   | 9 <sup>th</sup> A | <u>G. Bharath</u>      |
| 43) S. Imran                     | 9 <sup>th</sup> A | S. Imran               |
| 44) H. Bharaju                   | 7 <sup>th</sup> B | Bai Raju               |
| (45) <del>645</del> Hafeefa Noor | 7 <sup>th</sup> B | Hafeefa Noor           |

|                                     |       |                 |
|-------------------------------------|-------|-----------------|
| (26) mohammadi                      | 7th B | mohammadi       |
| (478) Farheen tabasum               | 7th B | Farheen Tabasum |
| (48) <del>(48)</del> Deeksha        | 7th B | Deeksha         |
| (49) <del>(49)</del> Niharika       | 7th B | Niharika        |
| (50) <del>(50)</del> Swathi         | 7th B | Swathi          |
| (51) L. Praveena                    | 7th B | L. Praveena.    |
| (52) <del>(52)</del> B. Keerthana   | 7th B | B. Keerthana    |
| (53) <del>(53)</del> V. Krishnaveni | 7th B | V. Krishnaveni  |

## ERS ACTIVITY: MENSTRUAL HEALTH AND HYGIENE

[Aligning with UN SDGs: 3 (Good health and Well-being), 5 (Gender Equality) & 6(Clean water and sanitation)]

### **REPORT SUMMARY:**

|     |                                   |                                                                                                                                                                   |
|-----|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Program Name                      | <b>MENSTRUAL HEALTH AND HYGIENE</b>                                                                                                                               |
| 2.  | Date & Time                       | 19.09.2024 & 10 AM – 1 PM                                                                                                                                         |
| 3.  | School/Dept                       | School of Liberal Arts and Humanities (SOLH)                                                                                                                      |
| 4.  | Venue                             | Telangana Model School, Munipally Village, Sangareddy District, Telangana.                                                                                        |
| 5.  | UN SDG                            | SDGs 3, 5 and 6                                                                                                                                                   |
| 6.  | Activity Type                     | ERS                                                                                                                                                               |
| 7.  | Impact Group                      | School girls                                                                                                                                                      |
| 8.  | Coordinators of the ERS activity  | Dr. Naveen Kolloju<br>Dr. Shah Khatoon<br>Dr. Kousumi Brahma<br>Dr. Satyanarayana Turangi<br>Dr. Raju Chaketi<br>Dr. Imran Parray<br>Dr. Dinesh Chand             |
| 9.  | Total Participants                | 108 (from 8 <sup>th</sup> , 9 <sup>th</sup> and 10 <sup>th</sup> classes)                                                                                         |
| 10. | Total Woxsen Student participated | 4 Students<br>1. Adya Rao<br>2. Jennifer Ruth Abraham<br>3. Manasa Muddedi<br>4. Tharalika                                                                        |
| 10. | Link to LinkedIn post             | <a href="https://www.linkedin.com/feed/update/urn:li:activity:7242487930181615616/">https://www.linkedin.com/feed/update/urn:li:activity:7242487930181615616/</a> |



## **DETAILED REPORT OF THE PROGRAM:**

For the academic year 2024-25, the Steering Group on Social Impact & Outreach of the School of Liberal Arts and Humanities (SOLH), Woxsen University has organized its first ERS activity on 19<sup>th</sup> September 2024 at Telangana Model School, located at Munipally village of Sangareddy district, Telangana. In aligning with SDGs (3, 5 & 6), the steering group has focused on Menstrual Health and Hygiene Management for addressing the stigma surrounding menstruation and providing essential resources to the students.

### **Objectives of the ERS initiative:**

1. Raise Awareness: Educate the targeted community about menstrual health and hygiene.
2. Distribute Resources: Provide sanitary products to the school-girls.
3. Engage students: Foster open discussions about menstruation and break down taboos.
4. Knowledge: Introducing the students to different menstrual products and sharing with them information about their use and disposal.

In order to attain the above-mentioned objectives, the steering group has collaborated and signed a memorandum of understanding (MoU) with Pinkishe Foundation, New Delhi. Prior organising the activity, an online training programme was held on 4<sup>th</sup> September 2024 to get familiar with different aspects related to menstruation and hygiene. The steering group ordered 100 sanitary pads from Pinkishe foundation for to distribute to the girls.

With the help of Mr. Dasarath Pramanik, Mandal Education Officer, Munipally and Mrs. Mallika, Principal, the steering group decided to conduct the activity at Telangana Model School located at Munipally where many economically and socially disadvantaged girls study.

The steering group along with a team of four students reached the Telangana Model School, Munipally at 10:00 AM. After reaching the school, the steering group interacted with Mandal Education Officer and Principal at the school and discussed about the proceedings of the program. A total of 108 girls belong to 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> classes participated in the program. After mobilizing the school-girls, the steering group started the program on 'Menstrual Health and Hygiene' by distributing sanitary pads to the school-girls. Followed by the distribution of the sanitary pads, Dr. Shah Khatoon and Dr. Kousumi Brahma have engaged an interactive session to the school girls on Menstrual Health and Hygiene focusing on the following aspects.

- The menstrual cycle and its physiological as well as psychological aspects.
- Biological explanation of menstruation.
- Importance of menstrual hygiene and its impact on health.
- Information about regular and irregular cycle
- Introduction to various menstrual products along with their use and disposal

During this session, the team kept ideas and concept very simple in local language with the help of student volunteers. Initially the school girls were hesitant to talk about it, but soon opened up through interactive games. The students also expressed their views and concern very clearly on menstruation and the way they manage their health and hygiene during the periods. As reported by the school-girls, all the participated students knew about the menstruation through their mothers and elderly women. While all the students were aware about menstruation as they have already passed the menarche less than 20 percent were aware of the biological process behind it. Only 40 percent of them knew how to maintain proper hygiene during the periods. All the participated girls felt that the session was extremely beneficial as they learn a lot of new things related to biological aspects of the menstruation, regular and irregular cycles, physical and emotional aspects, different period products available and managing health and hygiene during the periods. Throughout the session, the school girls could overcome the fear of taboo, interacted freely with the faculty members and enjoyed the program.

This event is covered by two local news channels namely SITI Channel and NS Channel (links are given below)

<https://youtu.be/jTTyWTiEAPI?si=kWs7SYoWikfrBVwH>

<https://youtu.be/J7Iv2XFXpXI?si=VJev46GCK9oHqASC>

Timeline:

| Timeline of the ERS Activity |                                                                                                          |
|------------------------------|----------------------------------------------------------------------------------------------------------|
| 10:00 AM – 10:15 AM          | Arrival of the steering group members along with student volunteers at Telangana Model School, Munipally |

|                      |                                                                |
|----------------------|----------------------------------------------------------------|
| 10:15 AM – 10: 45 AM | Meeting with MEO and Principal for briefing about the activity |
| 10:45 AM – 10:55 AM  | Mobilising the Students                                        |
| 10:55 AM – 12:45 PM  | Session on ‘Menstrual Health and Hygiene’                      |
| 12:45PM – 1:30 PM    | Q & A session (Clarifying the students doubts)                 |
| 01:30 PM – 01.40 PM  | Concluding the programme                                       |
| 01:40 PM – 01:55 PM  | Travelling back to Woxsen University                           |

## CONCLUSION AND FOLLOW-UP PLAN:

The steering group on Social Impact and Outreach successfully organized the ERS activity on an extremely important issue of menstrual health management among the school-girls. The main aim of the activity is to educate the early menstruators, especially school girls belonging marginal sections on effective management of menstrual hygiene. The two major outcome of this ERS activity are increasing awareness levels on menstrual health and hygiene; and promoting the menstrual health through distributing sanitary pads. As a follow-up activity, the steering group has already decided to revisit the school in near future to evaluate the effectiveness of the ERS activity.

## PHOTOGRAPHS OF THE PROGRAM:



## Reaching the Steering Group and students at Telangana Model school

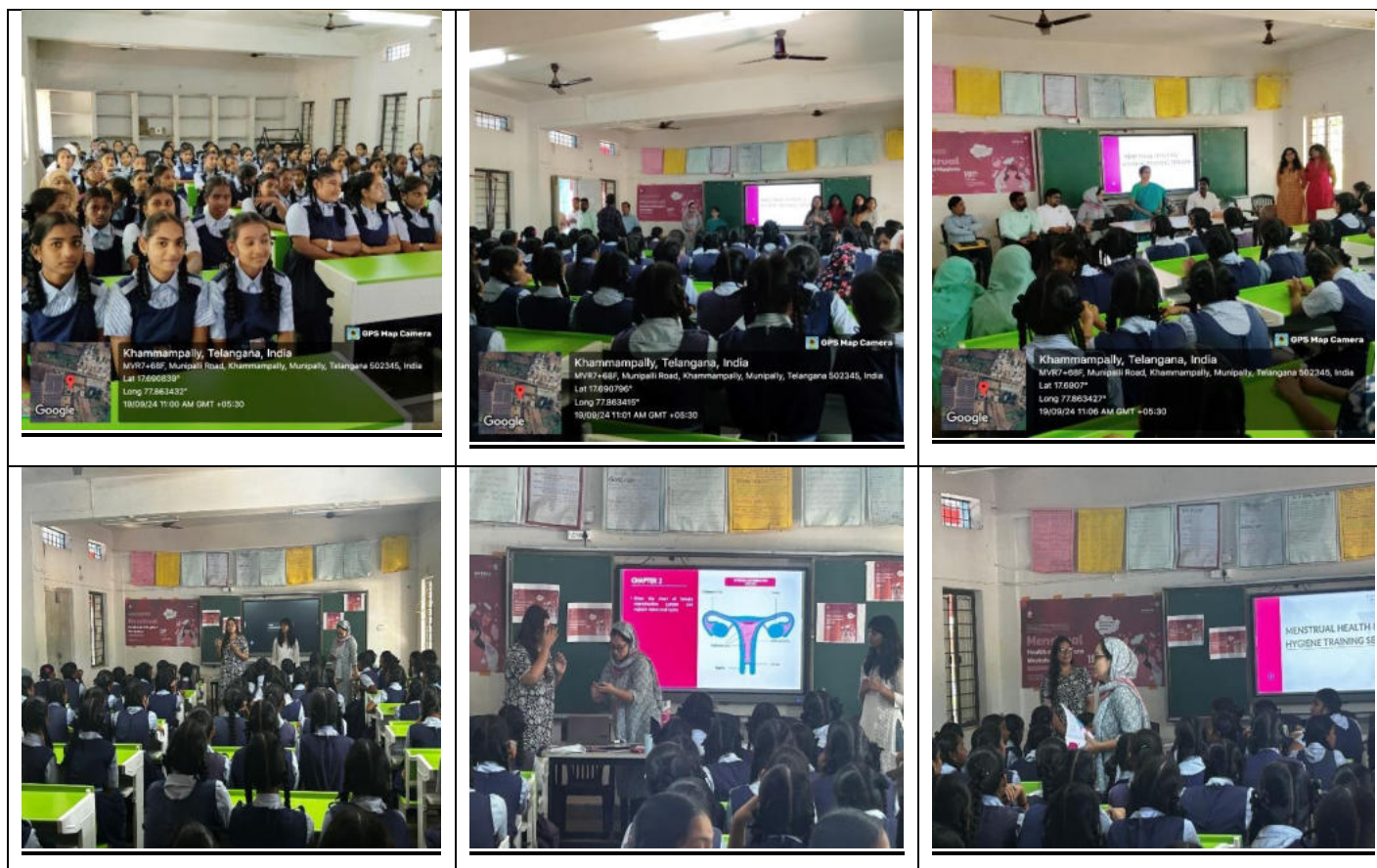


## Steering group interaction with Head-Mistress and Mandal Education Officer



## Educating the school girls on Menstrual health and hygiene management





## Distribution of Sanitary Pads to schoolgirls



**Attendance Sheet**

MENSTRUAL HEALTH AND HYGIENE AWARENESS PROGRAM AND PAD  
DISTRIBUTION

BY WOXSEN UNIVERSITY

(IN COLLABORATION WITH PINKISHE FOUNDATION)

TELANGANA MODEL SCHOOL, MUNIPALLY. HYDERABAD

DATE- 19.9.2024

| NAME                 | CLASS              | AGE |
|----------------------|--------------------|-----|
| Regoti Saathwika     | 9 <sup>th</sup> B  | 14  |
| M. Bhargavi          | 9 <sup>th</sup> B  | 15  |
| P. Sandhya           | 9 <sup>th</sup> B  | 14  |
| M. Sandhya           | 9 <sup>th</sup> B  | 13  |
| K. Gayathri          | 9 <sup>th</sup> B  | 13  |
| K. Madhusri          | 9 <sup>th</sup> B  | 14  |
| Gadila praveenika    | 9 <sup>th</sup> B  | 13  |
| Aisha Siddiqua       | 9 <sup>th</sup> B  | 13  |
| M. Kushiha           | 9 <sup>th</sup> B  | 15  |
| C. Bhavani           | 9 <sup>th</sup> B  | 14  |
| S. Kavyasri          | 9 <sup>th</sup> A  | 14  |
| N. Bhavana           | 9 <sup>th</sup> B  | 13  |
| M. Vishnu priya      | 10 <sup>th</sup> A | 16  |
| K. Anuradha          | 10 <sup>th</sup> B | 15  |
| K. Shailaja          | 10 <sup>th</sup> B | 15  |
| D. Reema             | 10 <sup>th</sup> B | 14  |
| D. Neha              | 10 <sup>th</sup> A | 14  |
| Rahima               | 10 <sup>th</sup> B | 14  |
| M. Krishnaveni Reddy | 10 <sup>th</sup> B | 16  |
| T. Shrutika          | 10 <sup>th</sup> B | 15  |
| B. Varshini          | 9 <sup>th</sup> B  | 14  |
| B. Shrawan           | 9 <sup>th</sup> B  | 14  |
| M. Varsha Reddy      | 9 <sup>th</sup> B  | 14  |
| P. Vaishnavi         | 9 <sup>th</sup> B  | 14  |
| M. Parvathi          | 10 <sup>th</sup> A | 15  |
| V. Varshitha         | 10 <sup>th</sup> A | 15  |
| M. Varshini          | 10 <sup>th</sup> A | 15  |
| V. Akshaya           | 10 <sup>th</sup> A | 14  |
| G. Sakshi            | 10 <sup>th</sup> A | 15  |
| M. Akshaya           | 10 <sup>th</sup> A | 15  |
| V. Lakshmi Sri       | 10 <sup>th</sup> A | 15  |
| V. Vandana Sri       | 10 <sup>th</sup> B | 14  |



|                   |                      |    |
|-------------------|----------------------|----|
| V Akshitha        | 10 <sup>th</sup> B   | 15 |
| V Akshitha        | 10 <sup>th</sup> A   | 14 |
| ch. Durgaprasanna | 10 <sup>th</sup> A   | 15 |
| K. Sravani        | 10 <sup>th</sup> A   | 14 |
| y. Harshitha      | 10 <sup>th</sup> B   | 15 |
| B. Anusha         | 10 <sup>th</sup> B   | 15 |
| G. Roshni         | 10 <sup>th</sup> A   | 15 |
| B. Jaanathi       | 10 <sup>th</sup> B   | 14 |
| P. Manjika        | 10 <sup>th</sup> B   | 16 |
| U. Ashwini        | 10 <sup>th</sup> B   | 14 |
| ch. Supriya       | 9 <sup>th</sup> B    | 13 |
| A. Harshitha      | 9 <sup>th</sup> B    | 13 |
| M. srivani        | 9 <sup>th</sup> B    | 14 |
| M. naveeng        | 9 <sup>th</sup> B    | 13 |
| A. Divyashali     | 9 <sup>th</sup> B    | 14 |
| B. Rakshitha      | 9 <sup>th</sup> B    | 14 |
| ch. Akshaya       | 9 <sup>th</sup> B    | 14 |
| A. Dheeraja Reddy | 9 <sup>th</sup> A    | 14 |
| M. vijaya larmi   | 9 <sup>th</sup> A    | 15 |
| G. kaduri         | 9 <sup>th</sup> A    | 15 |
| K. Nageshwar      | 9 <sup>th</sup> A    | 14 |
| P. Keerthana      | 9 <sup>th</sup> A    | 15 |
| T. Manaswini      | 9 <sup>th</sup> A    | 14 |
| P. Akhila         | 9 <sup>th</sup> A    | 14 |
| S. Gunavathi      | 9 <sup>th</sup> A    | 14 |
| G. Muktheshwari   | 9 <sup>th</sup> A    | 14 |
| E. Gayathri       | 10 <sup>th</sup> B   | 14 |
| P. Akshaya        | 10 <sup>th</sup> B   | 14 |
| T. Vasavi         | 10 <sup>th</sup> B   | 14 |
| ch. shivani       | 9 <sup>th</sup> A    | 13 |
| C. Varsha         | 9 <sup>th</sup> A    | 14 |
| U. Vyshnavi       | 9 <sup>th</sup> A    | 12 |
| B. Bhavani Sri    | 9 <sup>th</sup> A    | 14 |
| K. Bhavanga Reddy | 9 <sup>th</sup> A    | 15 |
| ch. Keerthana     | 10 <sup>th</sup> B   | 15 |
| T. Vaishnavi      | 10 <sup>th</sup> A   | 14 |
| M. Rajeshwari     | 10 <sup>th</sup> A   | 14 |
| Y. Ashwini        | 10 <sup>th</sup> A   | 15 |
| M. Ashwini        | 10 <sup>th</sup> T/M | 15 |
| ch. Surekha       | 10 <sup>th</sup> T/M | 15 |
| madhira           | 8 <sup>th</sup>      | 13 |
| Bushra            | 8 <sup>th</sup>      | 12 |
| B. Basaweshwari   | 10 <sup>th</sup>     | 15 |
| ch. Ashwini       | 8 <sup>th</sup>      | 12 |
| B. Bhavana        | 9 <sup>th</sup>      | 13 |
| G. Sarjana        | 8 <sup>th</sup>      | 15 |

AND PAD

|                 |                      |    |
|-----------------|----------------------|----|
| M. Archana      | 9 <sup>th</sup>      | 14 |
| T. Shivani      | 9 <sup>th</sup>      | 15 |
| P. Vanshika     | 10 <sup>th</sup>     | 14 |
| A. Mani Eshwari | 10 <sup>th</sup> T/M | 15 |
| Sadia Nabeel    | 9 <sup>th</sup>      | 12 |
| Saba Begum      | 9 <sup>th</sup>      | 14 |
| K. Prathvi      | 10 <sup>th</sup> E/M | 13 |
| M. Sreeja       | 10 <sup>th</sup> E/M | 15 |
| E. Harika       | 10 <sup>th</sup> E/M | 15 |
| K. Guna Sai     | 8 <sup>th</sup> E/M  | 12 |
| B. Keerthana    | 8 <sup>th</sup> E/M  | 13 |
| T. Pallavi      | 9 <sup>th</sup> E/M  | 14 |
| S. Sofia Noor   | 10 <sup>th</sup> E/M | 13 |
| Z. Vaishnavi    | 10 <sup>th</sup> T/M | 14 |
| K. Nandhini     | 10 <sup>th</sup>     | 14 |
| N. Indhu        | 10 <sup>th</sup>     | 14 |
| B. Ashwini      | 10 <sup>th</sup>     | 14 |
| K. Bhavani      | 9 <sup>th</sup> A    | 14 |
| G. Nayya Sri    | 9 <sup>th</sup> A    | 13 |
| B. Nandishwari  | 9 <sup>th</sup> A    | 13 |
| Farisa Begum    | 9 <sup>th</sup> A    | 14 |

[illegible]

\*\*\*

## NAME OF THE PROGRAM: YOUTH EMPOWERMENT THROUGH ENTREPRENEURSHIP

### REPORT SUMMARY

|     |                                    |                                                                                                                                                                               |
|-----|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Program Name                       | Youth Empowerment through Entrepreneurship                                                                                                                                    |
| 2.  | Date & Time                        | October 23rd, 2024, 10.00 am to 1.00 pm                                                                                                                                       |
| 3.  | School/Dept                        | School of Liberal Arts & Humanities (SoLH),                                                                                                                                   |
| 4   | Venue                              | Government Junior College, Budhera, District Sangareddy                                                                                                                       |
| 5.  | UN SDG                             | Goals 01, 10,                                                                                                                                                                 |
| 6.  | Activity Type                      | Workshop                                                                                                                                                                      |
| 7.  | Impact Group                       | ERS and (Local Community Empowerment)                                                                                                                                         |
| 8.  | Total Participants                 | 11                                                                                                                                                                            |
| 9.  | Total Woxsen Students participated | 0                                                                                                                                                                             |
| 10. | Link to LinkedIn post              | <a href="https://www.linkedin.com/feed/update/urn%3Ali%3Aactivity%3A7254840420667445249/">https://www.linkedin.com/feed/update/urn%3Ali%3Aactivity%3A7254840420667445249/</a> |

### DETAILED REPORT OF THE PROGRAM:

The ‘Youth Empowerment Through Entrepreneurship’ workshop is a significant initiative to inspire and motivate young people, particularly students from rural and semi-urban areas, to explore entrepreneurship as a rewarding and viable career path. Given the socio-economic challenges faced by the youth in Telangana, this workshop aims to address gaps in career awareness, aspirations, and motivation.

India, known as the youngest country in the world due to its large youth population, and Telangana, India’s youngest state formed in 2014, are key regions where youth engagement is critical. Alarming, 18% of boys in Telangana do not wish to work in India, preferring employment abroad. This statistic is significantly higher than in other states, indicating the need for intervention to shift youth perspectives toward entrepreneurship.

In response to these challenges, the Department of Business Studies under the School of Liberal Arts and Humanities (SoLH) at Woxsen University, Hyderabad, designed the ‘Youth Empowerment Through Entrepreneurship’ workshop. The initiative aligns with the United Nations' Sustainable Development Goals (SDG) 01 (No Poverty), 10 (Reduced Inequalities), and 17 (Partnerships for the Goals).



The primary objectives of the program are:

1. **Raising Awareness:** Educating youth about entrepreneurship as a viable career option.
2. **Motivating Students:** Encouraging young people to consider entrepreneurship by offering guidance on how to start and sustain business ventures.
3. **Providing Career Alternatives:** Presenting entrepreneurship as a meaningful alternative to traditional jobs, shifting perceptions around local employment.
4. **Skills Development:** Guiding the skills required to succeed in business, such as leadership, financial literacy, communication, and innovation.

The ‘Youth Empowerment Through Entrepreneurship’ workshop represents a significant effort to address the aspirations and employment challenges faced by the youth in Telangana. By focusing on entrepreneurship, the program seeks to shift perceptions and empower students to take control of their careers, ultimately contributing to the region’s socio-economic development. The workshop impacts students’ career choices and aspirations through sustained engagement, expert guidance, and motivational sessions.

## CONCLUSION AND FOLLOW-UP PLAN:

The ‘Youth Empowerment Through Entrepreneurship’ workshop, led by Dr. Chakradhar Indurkar and supported by ten faculty members from the School of Liberal Arts and Humanities (SoLH) at Woxsen University, successfully introduced entrepreneurship as a viable career option for students in today’s evolving economy. The workshop was conducted in a bilingual format (English and Telugu) to ensure accessibility and engagement for all participants. It was particularly inspiring to witness several students, despite coming from underprivileged backgrounds and vernacular language instruction, step forward with ideas and express interest in pursuing entrepreneurship. Their enthusiasm and engagement during the sessions highlighted the initiative’s success in sparking entrepreneurial aspirations among the youth.

The response from both students and faculty at Government Junior College, Budhera, was overwhelming. With about 80 students and 25 faculty members from the college and SoLH, Woxsen University, actively participating, the event achieved a significant impact.

### Team Details:

| S. No | Name of the Faculty       |
|-------|---------------------------|
| 01    | Dr Chakradhar Indurkar    |
| 02    | Dr Rohin Gaddam           |
| 03    | Dr Dinesh Chand           |
| 04    | Dr Mohd Shahid Ali        |
| 05    | Dr W. Hoikip              |
| 06    | Dr Areeba Ahsanat Moazzam |
| 07    | Dr Jyotasana              |
| 08    | Dr Mahesh Admankar        |
| 09    | Dr. Raju Chaketi          |
| 10    | Dr. Sunaina Arya          |
| 11    | Dr. Mary Saha             |

### **FOLLOW-UP PLAN**

Woxsen University will develop a mentorship program where interested students can regularly interact with faculty members. This will provide continuous guidance on refining their business ideas and overcoming challenges. Promising students with innovative business ideas will be allowed to present their ideas to the Woxsen University entrepreneurship cell.

Therefore, this workshop begins an ongoing initiative to empower rural and semi-urban youth in Telangana to take charge of their futures through entrepreneurship. By providing consistent guidance, resources, and inspiration, Woxsen University hopes to build a thriving community of young entrepreneurs in the region.

### **PHOTOGRAPHS OF THE PROGRAM:**





## ERS REPORT

**Activity 2:** Activities with manual workers' children at Woxsen University.

**Place:** Woxsen University.

**Semester:** II, 5 students (Sravani, Sanjana, Deepika, Varshini, and Rishith)

**Mentors:** Suganya Law, Sanjana Gupta, Shweta Prasad

**Date conducted:** every Saturday or Sunday starting November 2023

**SDG Goals:** Goal 4: Quality Education,  
Goal 11: Sustainable Cities and Communities

**LinkedIn Post:** NA

### 1. Introduction

The students of Semester I indulged the manual worker's (NCC) children with multiple activities. This month, on 4<sup>th</sup> May 2024, Saturday, the students indulged the kids with the finger painting. Following are few pictures of the activity.



Semester 2 indulging the kids in finger painting.



# Event Report

An

ERS Activity

On

Empowering Rural Resilience: The Evolution of Smart Villages

**Date:** - 26<sup>th</sup> February 2024

**Venue:** - Zilla Parishat High School Venkatapur, Mandal:- Sadasivpet

**Timings:** - 11:00 AM to 4:00 PM

Faculty Co-Ordinators:-

1. Dr. Venkat Reddy
2. Dr. Bhargav Prajwal Pathri
3. Dr. Purushotham M
4. Dr. Kamil Reza
5. Dr. Sonal Jain

Student Co-Ordinators:-

1. P.B. Varenja Verma
2. S.Sowmya



School of Technology in Association with COE-New Age Technologies, has successfully conducted an event titled:- Empowering Rural Resilience activity titled "The Evolution of Smart Villages" held at ZPHS Venkatapur village.

The Program has been led by coordinators, **Dr. P. Venkat Reddy, Dr. Bhargav Prajwal Pathri, Purushotham Muniganti, Kamil Reza Khondakar, Ph.D, and Dr. Sonal Jain**, along with the invaluable contributions of our **student coordinators Varenja Varma Penmetsa and Sowmya saluru**, this initiative aimed to foster sustainable development and innovation in rural communities.

We have conducted few interactive sessions, workshops, and community engagement activities, where we explored various strategies to empower rural areas, enhance livelihoods, and harness the potential of technology for rural resilience.

Some of the pics of the event and paper cuttings and link for media coverage attached below:-

<https://lnkd.in/grcayGZv>



## కష్టంతో కాకుండా... ఇష్టంగా చదవండి

■ వెంకటాపూర్ పాఠశాలను  
సందర్శించిన వోక్సెన్  
యూనివర్సిటీ బృందం

కందిలి, సదాశివపేట: విద్యార్థులు కష్టపడి కాకుండా.. ఇష్టంతో చదవాలని వోక్సెన్ యూనివర్సిటీకి చెందిన ప్రొఫెసర్ల బృందం సూచించింది. సదాశివపేట మండల పరిధిలోని వెంకటాపూర్ జిల్లా పరిషత్ ఉన్నత పాఠశాలను

సోమవారం బృందం సభ్యులు సందర్శించారు. రూరల్ డెవలప్మెంట్ అంశంపై పాఠశాల విద్యార్థులకు ఓరియంటేషన్ ప్రోగ్రాం నిర్వహించారు. ఇందులో భాగంగా నూతన పద్ధతుల ద్వారా వ్యవసాయం చేయడం, సోలార్ విద్యుత్, ఆటో మొబైల్ రంగంలో నైపుణ్యాలు తదితర అంశాల గురించి వివరించారు. సైన్స్ అండ్ టెక్నాలజీకి సంబంధించిన విషయాలపై వారికి అవగాహన కల్పించారు. అనంతరం విద్యార్థులు వె

లిబుచ్చిన సందేహాలను యూనివర్సిటీ బృంద సభ్యులు నివృత్తి చేశారు. వచ్చే వారంలో తమ యూనివర్సిటీని సందర్శించాలని విద్యార్థులను కోరారు. ఈ కార్యక్రమంలో ప్రొఫెసర్లు డాక్టర్ వెంకట్ రెడ్డి, డాక్టర్ భార్గవ్, డాక్టర్ పురుషోత్తమ్, డాక్టర్ కమిక్ రేజా, డాక్టర్ సనల్ జైన్, యూనివర్సిటీ విద్యార్థులు సొమ్మ, వరణ్య వర్మ, పాఠశాల ప్రధానోపాధ్యాయులు సురేష్ తదితరులు పాల్గొన్నారు.



# కష్టంతో కాకుండా ఇష్టంతో చదవండి

**వెంకటాపూర్ పాఠశాలను సందర్శించిన  
వోకెస్ యూనివర్సిటీ బృందం**

**బిశ, సదాశివపేట :** విద్యార్థులు కష్టంతో కాకుండా ఇష్టంతో చదవాలని కంకల్ లోని వోకెస్ యూనివర్సిటీకి చెందిన ప్రొఫెసర్ల బృందం విద్యార్థులకు సూచించారు. సోమవారం సదాశివపేట మండల పరిధిలోని వెంకటాపూర్ జిల్లా పరిషత్ ఉన్నత పాఠశాలను బృందం సభ్యులు సందర్శించారు. రూరల్ డెవలప్మెంట్ అంశంపై పాఠశాల విద్యార్థులకు ఓరియంటేషన్ ప్రోగ్రాం నిర్వహించారు. ఇందులో భాగంగా నూతన పద్ధతుల ద్వారా వ్యవసాయం చేయడం, సోలార్ విద్యుత్ గురించి, ఆటోమొబైల్ రంగంలో నైపుణ్యాల గురించి వివరించారు. అలాగే సైన్స్ అండ్ టెక్నాలజీ సంబంధించిన అంశాలపై వారికి అవగాహన కల్పించారు. అనంతరం విద్యార్థులు అడిగిన సందే



పాఠశాల విద్యార్థులతో యూనివర్సిటీ బృందం సభ్యులు

హాలకు యూనివర్సిటీ బృందం పలు సూచనలు ఇచ్చారు. వచ్చే వారంలో తమ యూనివర్సిటీని సందర్శించాలని విద్యార్థులకు చెప్పారు. ఈ కార్యక్రమంలో యూనివర్సిటీ కి చెందిన ప్రొఫెసర్లు డాక్టర్ వెంకట్ రెడ్డి, డాక్టర్ భార్గవ్, డాక్టర్ పురుషోత్తమ్, డాక్టర్ కమిల్ రేణా, డాక్టర్ సనల్ జైన్, యూనివర్సిటీ విద్యార్థులు సౌమ్య, వరణ్య వర్మ,

పాఠశాల ప్రధానోపాధ్యాయులు సురేష్, పాఠశాల సిబ్బంది, విద్యార్థులు పాల్గొన్నారు.











Private University Established under TS ACT 2018, Included under UGC Section 2(f).

(Kamkole, Sadasivpet, Sanga Reddy, Telangana, India 502345)

**ERS Activity**

**On**

**Applications of Mathematics**

**At**

**Zilla Parishad School, Kamkole on February 26, 2024**

**Organised by**

**School of Technology,**

**Woxsen University, Hyderabad,**

**Telangana State, India.**

**Report of ERS Activity For School Students at Zilla Parishad School,  
Kamkole on February 26, 2024.**

The School of Technology, Woxsen University, Hyderabad, India organised an ERS (Ethics, Responsibility and Sustainability) activity for school students at Zilla Parishad School, Kamkole on February 26, 2024.

The ERS activity was aimed at emphasising the "Applications of Mathematics" to school students and the occurrence of mathematical concepts at various technological aspect ranging from architectural design, weather monitoring, epidemics analysis, speech recognition, satellite navigation and lot more.

Prof. PGL Leach, Honorary Research Professor, Durban University of Technology, Durban, South Africa, the resource person of the ERS activity shared his insights and interacted with the students to magnify their level of confidence and approach mathematics with a sense of inquisitiveness to widen their perception toward the real-life problems.

This ERS activity was focussed on two SDG Goals: Goal 4 and 9.

**Objectives:**

1. To underline the importance of various concepts of maths in day-to-day life.
2. The mathematical concepts were mostly devoted towards the application in architectural design and making new products.

**Key Takeaways:**

1. Students interacted with the speaker, Prof. PGL Leach and gained insights into the wider application of mathematics.
2. Prof. Leach focussed on the simple techniques available to discuss its applicability and which was widely appreciated by the students.

School of Technology  
Woxsen University Organises

# ERS Activity on Applications of Mathematics at Zilla Parishad School, Kamkole

26<sup>th</sup> February 2024  
02:30 Pm to 04:30 Pm

## Objectives

- ▶ To discuss the applications of mathematics in day-to-day life
- ▶ To discuss certain simple techniques to solve mathematical problems



Resource Person

**Prof. PGL Leach**

Institute for Systems Science,  
Durban University of Technology,  
Durban, South Africa

## Advisors



**Dr. R. Kiran Kumar**  
Dean, School of Technology,  
Woxsen University



**Dr. Ravi Gunupuru**  
Assistant Dean, School of Technology,  
Woxsen University



**Dr. Shaik Ahmed**  
Program Director, B.Tech 1<sup>st</sup> Year  
Woxsen University



Organising Secretary  
**Dr. Amlan Kanti Halder**  
Assistant Professor,  
SOT, Woxsen University



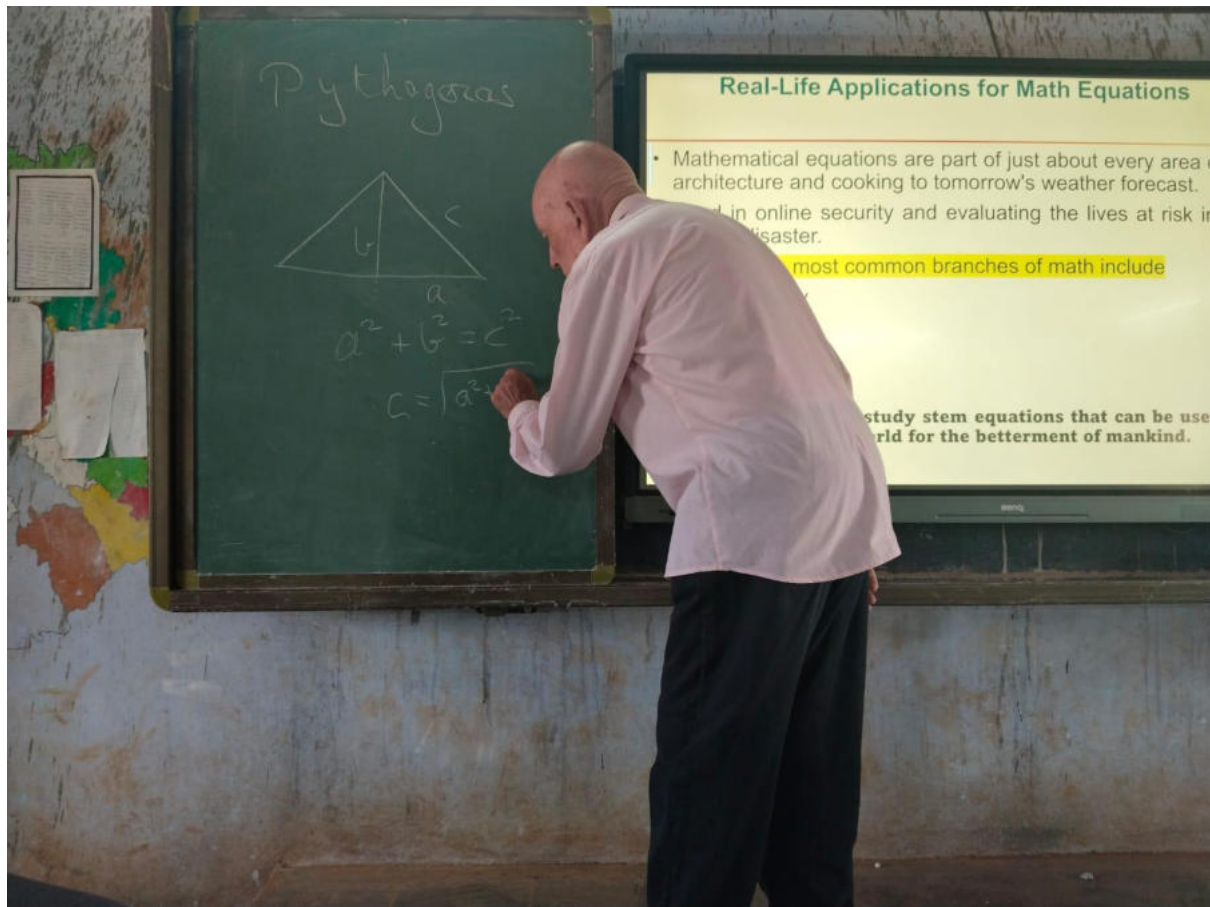
Coordinator  
**Dr. Shankar Rao Munjam**  
Assistant Professor, SOT, WoU &  
Adjunct Professor, University of the Peoples, USA



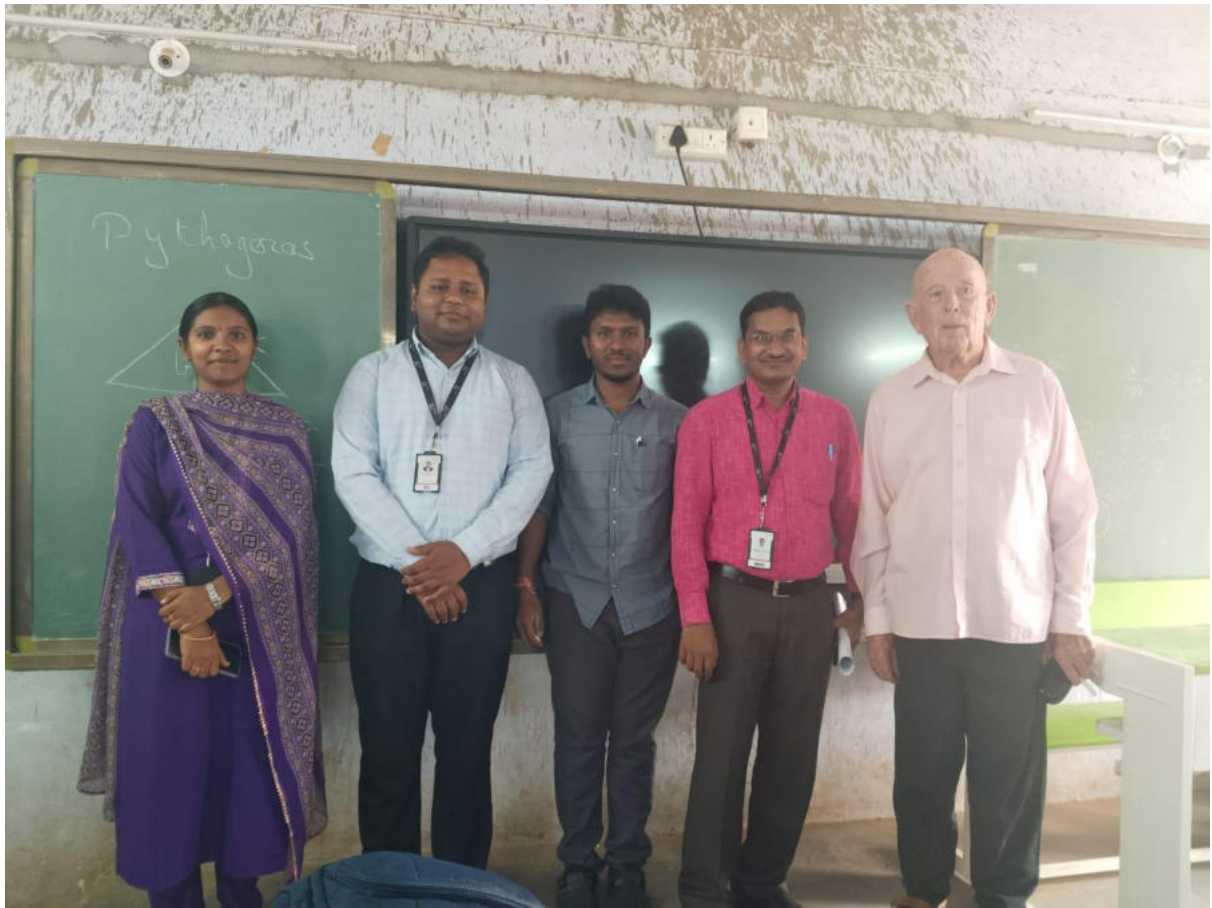
SoT-ERS Coordinator  
**Dr. Revathi Ravilisetty**  
Assistant Professor,  
SOT, Woxsen University



Pictures of the ERS activity:















**Conclusion:**



1. The ERS activity helped the students to understand the importance of mathematical concepts in architectural design and in the formation of products.
2. The interaction with the speaker, Prof. PGL Leach was highly beneficial for the students to understand the use of mathematical concepts in everyday life.



SoT-ERS Coordinator

Dr. Ravilisetty Revati



Coordinator

Dr. Shankar Rao Munjam



Organising Secretary

Dr. Amlan Kanti Halder

## SPOTLIGHT ON VILLAGES

### REPORT SUMMARY:

|     |                                 |                                                                                                                                                                                                                                                                                                                                                       |
|-----|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | PROGRAM NAME                    | Spotlight on Villages                                                                                                                                                                                                                                                                                                                                 |
| 2.  | DATE & TIME                     | 19 March (Full Day)                                                                                                                                                                                                                                                                                                                                   |
| 3.  | SCHOOL/DEPT                     | SOLH                                                                                                                                                                                                                                                                                                                                                  |
| 4.  | VENUE                           | Allapur                                                                                                                                                                                                                                                                                                                                               |
| 5.  | UN SDG                          | SDG 4                                                                                                                                                                                                                                                                                                                                                 |
| 6.  | ACTIVITY TYPE                   | Outreach Activity                                                                                                                                                                                                                                                                                                                                     |
| 7.  | IMPACT GROUP                    | School Going Students                                                                                                                                                                                                                                                                                                                                 |
| 8.  | TOTAL PARTICIPANTS              | 45                                                                                                                                                                                                                                                                                                                                                    |
| 9.  | Nos of Woxsen Students involved | 4                                                                                                                                                                                                                                                                                                                                                     |
| 10. | Link of LinkedIn post           | <a href="https://www.linkedin.com/posts/dr-satya-prasad_woxsenuniversity-futureyou-villages-activity-7175802390946697216--xBr?utm_source=share&amp;utm_medium=member_desktop">https://www.linkedin.com/posts/dr-satya-prasad_woxsenuniversity-futureyou-villages-activity-7175802390946697216--xBr?utm_source=share&amp;utm_medium=member_desktop</a> |

### DETAILED REPORT OF THE PROGRAM:

It was a hands-on experience for select students of BA (Hons) Semester 2, as they volunteered to teach students at a Government Primary School, in Allapur Village in Sangareddy district, on 19 March 2024. This ERS initiative enabled our students to gain practical teaching experience, develop their communication and leadership skills, and foster a sense of social responsibility. Further, such collaboration, provides primary school children in rural areas with access to quality education and mentorship that they may otherwise not receive.

Last but not least, BA (Hons) students teaching primary school children in a village school can have a profound impact on the educational landscape of rural areas, empowering both the students and the community as a whole.

## PHOTOGRAPHS OF THE PROGRAM:









# NAME OF THE PROGRAM: Awareness Program for School Children on Environment Sustainability and Biodiversity Conservation

By. DR. NAVEEN KOLLOJU AND DR. P.V. SATYA PRASAD (SOLH)

## REPORT SUMMARY:

|     |                                 |                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Program Name                    | <b>Awareness Program for School Children on Environment Sustainability and Biodiversity Conservation</b>                                                                                                                                                                                                                                                                                                      |
| 2.  | Date & Time                     | 7 <sup>TH</sup> MARCH 2024                                                                                                                                                                                                                                                                                                                                                                                    |
| 3.  | School/Dept                     | SCHOOL OF LIBERAL ARTS AND HUMANITIES                                                                                                                                                                                                                                                                                                                                                                         |
| 4.  | Venue                           | LT1                                                                                                                                                                                                                                                                                                                                                                                                           |
| 5.  | UN SDG                          | SDG Goas: 7, 13, 14 and 15                                                                                                                                                                                                                                                                                                                                                                                    |
| 6.  | Activity Type                   | Workshop                                                                                                                                                                                                                                                                                                                                                                                                      |
| 7.  | Impact Group                    | 10 <sup>th</sup> standard Students                                                                                                                                                                                                                                                                                                                                                                            |
| 8.  | Total Participants              | 40                                                                                                                                                                                                                                                                                                                                                                                                            |
| 9.  | Nos of Woxsen Students involved | 5                                                                                                                                                                                                                                                                                                                                                                                                             |
| 10. | Link of LinkedIn post           | <a href="https://www.linkedin.com/posts/dr-naveen-kolloju-a516a5b_futureyou-highereducation-environmentalsustainability-activity-7171823117885915137-xQJ6?utm_source=share&amp;utm_medium=member_desktop">https://www.linkedin.com/posts/dr-naveen-kolloju-a516a5b_futureyou-highereducation-environmentalsustainability-activity-7171823117885915137-xQJ6?utm_source=share&amp;utm_medium=member_desktop</a> |

## DETAILED REPORT OF THE PROGRAM:

As part of an ERS initiative, *the School of Liberal Arts and Humanities in association with ZIBS-WOXSEN CHINA-INDIA CENTRE, Woxsen University organized an Awareness Program for 10<sup>th</sup> standard students on Environment Sustainability and Biodiversity Conservation on the 7<sup>th</sup> March 2024.* This program is intended to instil a sense of responsibility towards the environment and biodiversity conservation among the students. It enables them to learn about the importance of preserving natural resources and protecting biodiversity. A total of 40 students from Vivekananda High School, Sadasivpet of Sangareddy district visited Woxsen University. Dr. Naveen Kolloju and Dr. P.V. Satya Prasad delivered a lecture on the importance of Environmental Sustainability and Biodiversity conservation. Following the lecture, students participated in a quiz competition on the subject: Environment and Biodiversity Conservation. The organizers will distribute appreciation certificates for the first, second and third place winners of the competition.

## CONCLUSION AND FOLLOW-UP PLAN:

This program instilled a sense of responsibility towards the environment and biodiversity conservation among the students. It enabled the students to learn about the importance of preserving natural resources and protecting biodiversity. We are planning to organise this kind of ERS initiatives in the next semester as well.

PHOTOGRAPHS OF THE PROGRAM:









## ERS Report on Community Engagement and Needs Assessment in Mugdampalli Village

As part of our Ethics, Responsibility, and Sustainability (ERS) initiatives, a team from our School of Technology:

Dr. Ravi Gorripati  
Dr. Narsimha Reddy  
Dr. Ravilisetty Revathi  
Ms. Meena Asam

conducted a visit to Mugdampalli village on 11.07.2024. The purpose of this visit was to engage with the community, understand their needs, and identify areas where we can contribute through our ERS activities. This report outlines the key findings from our visit, focusing on interactions with the local school and discussions with important community leaders.

### Objectives:

The primary objectives of our visit were:

1. To assess the educational needs and challenges faced by the local school.
2. To engage with community leaders and understand the broader socio-economic needs of the village.
3. To identify potential areas where our ERS initiatives can make a meaningful impact.

### Visit to the Local School:

During our visit, we spent a significant amount of time at the local school, where we interacted with the headmaster, teachers, and students. The following points summarize our observations and discussions:

#### a. Infrastructure:

Teachers expressed a need for play equipment in the front space as it for sure increases the count of students.

#### b. Educational Resources:

We felt that the school requires more extracurricular activities and programs to support students' holistic development.

#### c. Student Engagement:

Students showed enthusiasm for learning but faced challenges due to limited access to resources. There is a need for career guidance and counseling to help students plan for their futures.



### **Discussions with Community Leaders:**

We also met with key community leaders, including the village head, health workers, and local business owners. The discussions highlighted several areas of concern and potential opportunities:

#### **a. Health and Sanitation:**

The village faces issues with access to clean drinking water.

There is a need for health awareness programs, especially concerning nutrition and hygiene.

#### **b. Economic Opportunities:**

Limited employment opportunities in the village have led to migration to nearby cities.

The community expressed interest in skill development programs, especially in agriculture and small-scale industries.

#### **c. Environmental Concerns:**

There is potential for implementing waste management and recycling programs.



**Conclusion:**

The visit to Mugdampalli village provided valuable insights into the community's needs and aspirations. Our ERS activities will focus on addressing these needs, fostering sustainable development, and enhancing the overall well-being of the village residents. We look forward to collaborating with the community and other stakeholders to implement these initiatives effectively.

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**Event Report**  
**ERS Activity on January 22, 2024**  
**At**  
**Sri Panduranga Swamy Devalayam, Kandi**

**Event Overview:**

On January 22, 2024, COE-Advanced Energy Systems and New Age Technology, in collaboration with the temple authorities, conducted a significant Employee Social Responsibility (ERS) activity. The event aimed to contribute to community welfare through the distribution of food and support in the smooth conduction of temple rituals.

**Participants:**

- Dr. Prashant Kumat
- Dr. Bhargav Prajwal
- Dr. Bhanu Prakash
- 21 B.Tech students

**Activities:**

**Food Distribution:**

Volunteers actively participated in the distribution of food to the local community. Carefully planned logistics ensured efficient and equitable distribution to those in need.

**Assistance in Temple Rituals:**

The team collaborated with the temple authority to facilitate the smooth conduction of rituals. From logistical support to active participation, our team contributed to the overall success of the temple activities.

**Highlights:**

- The event showcased a harmonious blend of academic excellence and community service.
- Positive interactions with the community highlighted the significance of such initiatives in fostering goodwill.
- Team members and students displayed dedication and enthusiasm, reinforcing our commitment to social responsibility.

**Acknowledgments:**

We extend our gratitude to the temple authorities for their warm welcome and collaboration. Special thanks to Vice President and Dean of the School of Technology for their invaluable support, which played a pivotal role in the success of the event.



**Impact:**

- Strengthened community ties through active engagement.
- Raised awareness about social responsibility among B.Tech students.
- Demonstrated COE's commitment to making a positive impact beyond academic boundaries.

**Photographs:**





### **Conclusion:**

The ERS activity on January 22, 2024, stands as a testament to COE-Advanced Energy Systems and New Age Technology's dedication to community welfare. The event not only contributed to the immediate needs of the community but also left a lasting impact on all participants, emphasizing the importance of collective efforts in creating positive change.

## ERS KIDS LEARNING SESSIONS – Phase one

School of Architecture and Planning conducted Learning sessions for Construction workers' kids as part of ERS activity. These sessions aimed to engage children of ages 4-14 in a creative way to learn. Phase one began on 14-11-2023 and was carried out for 12 weekends and concluded on 03-02-2024. There were 9 kids in the beginning and as sessions progressed shy kids also joined and there were 18 kids in the last few weekends. Student volunteers, mentored by faculty members involved themselves by finding out what kids wanted to learn that particular day and led them from there. Volunteers also distributed stationery items like note books, pencils, erasers and sharpeners. Children learned and practiced English alphabets, words, sentences, drawing and coloring, mathematics [arithmetic and multiplication tables], origami paper crafts and puzzles during these sessions. The ERS activity helped our students to practice empathy and share their skillset to benefit kids who are temporarily unable to attend school.



First year student volunteers with kids (14.11.23)



Fourth year student volunteers (20.01.2024)





Origami activity (10.12.2023)



Sketching activity (03.02.2024)



Fourth year B.Arch student volunteers with few of the kids (03.02.2024)

**SCIENCE AND ENGINEERING RESEARCH BOARD**  
**TEACHERS ASSOCIATESHIP FOR RESEARCH EXCELLENCE**

**Other Technical Details**

**Project Title: -** Axial flow abrasive finishing of fused deposition modeled (FDM) parts using a low-cost sustainable media

**1. Summary of the project :**

Finishing of fused deposition modeling parts is still a challenging and time-consuming process. Currently, many health care industries use a variety of methods like soluble and insoluble materials, sanding, vapor smoothing, priming and painting, polishing, electroplating, and hydro-graphics are used; but still, the surface finish is compromising and need to take utmost care otherwise the FDM part gets damaged. Industries are spending a huge amount of money to get the required surface finish for the dental and medical parts. Based on the application there are different machines available for finishing the parts i.e one-way abrasive flow machine, two-way abrasive flow machine and, orbital abrasive flow machine. Due to the easy operation of the axial-flow pump, it can be used for discharging the sustainable media. In the proposed project, an axial flow pump will be used to extrude the sustainable media in one direction through the formed workpiece by tooling. The phenomenon of abrasion takes place whenever the media passes through the restrictive passage, and where the workpiece will be ideally placed for removal of material. The key components of this setup would be an axial flow abrasive finishing setup (AFAFS), tooling, and sustainable abrasive media. Process input parameters would be extrusion pressure, several cycles, grit composition of sustainable abrasives and type, tooling and fixture designs that will have a significant impact on AFAFS; and resulting output responses proposed to be invented will be surface finish of FDM parts and material removal.

The abrasive finishing process is capable of producing surface finish ( $R_a$ ) of about  $0.05\text{ }\mu\text{m}$ , and deburr holes as small as  $0.2\text{ mm}$  and radius edges of  $0.025\text{ mm}$  to  $1.5\text{ mm}$ . Abrasive flow machining processes have a wide range of applications in numerous industries such as aerospace, medical, automotive, precision dies and molds when used as part of manufacturing activities.

**Keywords: -** Axial flow compressors, Rapid prototyping, Finishing, Abrasive flow Machining, Sustainable media, Surface finish