

Environmental Education Programmes

1. Introduction

Woxsen University, under its strategic pillar of *Ethics, Responsibility & Sustainability (ERS)*, has integrated environmental education into its academic, research, and outreach ecosystem. Recognizing education as a transformative force for sustainable development, the University fosters climate awareness, environmental stewardship, and sustainability literacy across all its schools — including the Schools of Arts & Design (SOAD), Architecture & Planning (SoAP), Technology (SOT), Business (SoB), and Liberal Arts & Humanities (SOLH).

The University's environmental education framework aligns with SDG 13: Climate Action, promoting an understanding of climate systems, low-carbon lifestyles, and environmental protection among students and communities alike.

2. Objective

The overarching goal of Woxsen's environmental education initiatives is to:

- Build sustainability competencies in students through curricular and experiential learning.
- Create awareness of climate change impacts and solutions among rural and urban communities.
- Foster innovation and research in low-carbon design, materials, and technologies.
- Establish partnerships with NGOs and local government for knowledge-sharing and climate literacy.

3. Framework and Implementation

Woxsen implements environmental education through five interconnected domains:

A. Academic Integration and Sustainable Curriculum

1. Circular Economy Module

- Integrated into the Fashion Design curriculum, the module emphasizes the principles of circular design, waste minimization, and sustainable material selection.
- Students prototype fashion products using upcycled materials and analyze their carbon footprint.
- *Outcome:* Cultivation of design thinking for environmental responsibility and reduced waste in the creative industry.

2. Building with Raw Earth Workshop

- A 5-day hands-on technical workshop demonstrating the use of rammed earth and natural materials in low-carbon architecture.
- Focused on reducing cement usage, embodied energy, and carbon emissions in construction.
- *Outcome:* Trained 60 students in sustainable architecture practices through experiential learning.

3. Sun Path Model

- Architecture students designed and studied solar orientation models to understand the relationship between building design, sun movement, and energy efficiency.
- *Outcome:* Strengthened student understanding of passive solar design and thermal comfort in architecture.

B. Community Outreach and Climate Literacy

1. Environment & Biodiversity Conservation Program

- Conducted at ZPHS Municipally in collaboration with the *Mandal Education Officer (MEO)*.
- Included lectures on biodiversity protection, pollution reduction, waste segregation, and tree plantation drives.
- *Outcome:* Reached 80+ students and teachers; planted 40 saplings; introduced the concept of ecosystem resilience.

2. Circular Economy & Sustainability Awareness

- Session by Dr. Satyanarayana Turangi at ZPHS Municipally on the 6Rs (Refuse, Reduce, Reuse, Repurpose, Recycle, Recover).

- Included practical demonstrations on waste segregation and reuse.
- *Outcome:* Improved awareness of sustainable living practices among rural schoolchildren.

3. Green Mile Campaign

- Awareness drive in Maqdampally Village involving 80 students from the local government school.
- Activities included tree planting, sanitation education, and discussions on environmental cleanliness.
- *Outcome:* Promoted environmental consciousness among youth through experiential community engagement.

C. Research and Innovation for Sustainability

1. NAYASA – Agricultural Transparency Platform

- Blockchain-based platform developed to enhance food supply chain transparency and reduce wastage.
- Focuses on sustainable agriculture and emission reduction through data accountability.
- *Outcome:* Demonstrated technology's role in reducing food sector emissions and supporting SDG 13.

2. Desi Wool Value Chain Project

- Collaborative research initiative to revive India's traditional wool ecosystem using sustainable production methods.
- Reduced dependence on synthetic fibers and supported climate-resilient livelihoods.
- *Outcome:* Promoted biodiversity conservation and sustainable fashion.

D. Global Collaboration and NGO Partnerships

1. Webinar Series on Environmental Education

- Ten-day virtual lecture series on sustainable design, energy efficiency, and waste reduction.

- Featured international speakers and NGO leaders; reached 250+ participants.
- *Outcome:* Enhanced student and community climate literacy through virtual learning.

2. Sacred Species International Conference

- Global conference addressing biodiversity conservation, climate resilience, and traditional ecological knowledge.
- *Outcome:* Strengthened Woxsen's position in global sustainability discourse.

E. Youth Empowerment and Experiential Learning

1. Woxsen Summer Program

- Interdisciplinary workshop for school students focused on urban sustainability, resource management, and green design.
- *Outcome:* Cultivated environmental awareness among younger age groups.

2. National Handloom Day – Eco Printing Workshop

- Practical session promoting natural dyeing, sustainable textile production, and zero-waste design.
- *Outcome:* Linked cultural heritage with environmental sustainability.

3. Fundamental Rights & Circular Economy

- Awareness session linking constitutional values to environmental rights and responsibilities.
- *Outcome:* Encouraged students to view sustainability as a civic duty.

4. Outcomes and Impact

Dimension	Impact Achieved
Reach	2,000+ beneficiaries including students, faculty, rural schoolchildren, and community members.
Curricular Integration	Sustainability embedded into 5+ academic programs.

Community Engagement	Environmental education delivered across 3 rural villages (Munipally, Kamkole, Maqdampally).
Innovation	Student-led sustainability innovations (NAYASA, Raw Earth construction, Desi Wool project).
Collaborations	Partnerships with <i>NGO “All is WELL”, Centre for Pastoralism, DiversEarth, and MEO Office.</i>
Global Engagement	International participation from Europe and India in sustainability dialogues.
Behavioral Outcomes	Students and community members report adoption of waste segregation and tree planting practices.

Evidence and Event reports Attached:

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	https://www.linkedin.com/posts/satyanarayana-turangi-5616b1188_in-line-with-the-principles-of-woxsen-university-activity-7244600890119086080-9hNO?utm_source=share&utm_medium=member_desktop

DETAILED REPORT OF THE PROGRAM:

For the academic year 2024-25, I have conducted my individual ERS activity on 19th 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 7th and 9th 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:

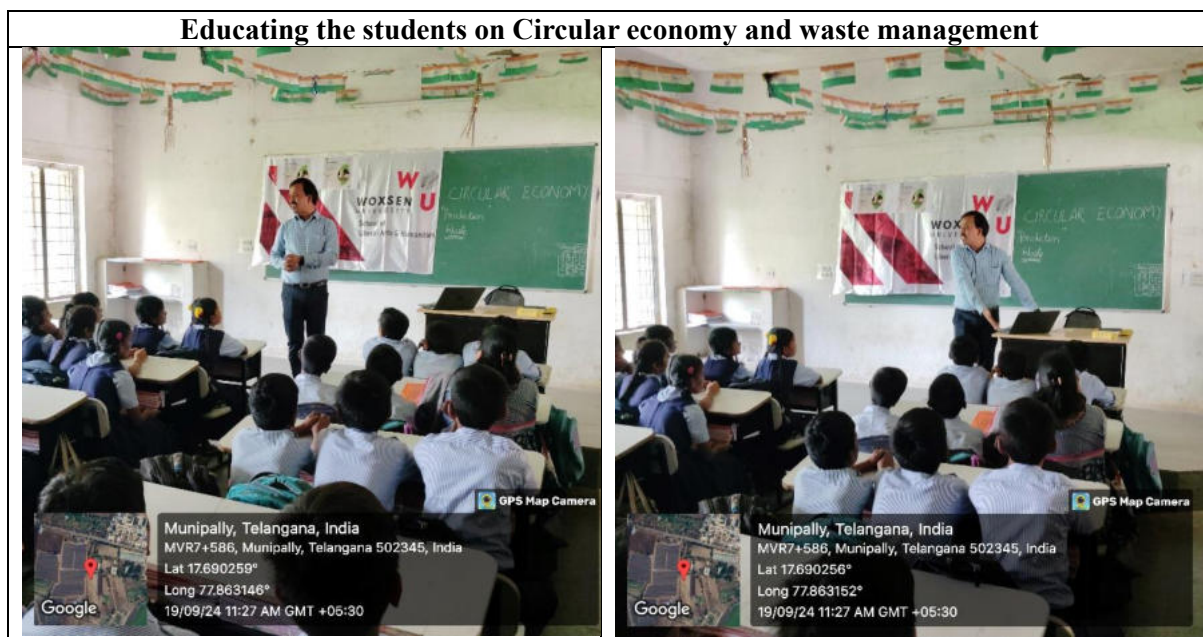
As part of Social Impact and Outreach, an ERS activity has been conducted at Telangana Model school, Munipally on the topic 'Circular Economy and Sustainability'. The main aim of the activity is to educate students on circular economy in alignment with sustainable development goals of 12, 13, 14 & 15. 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 th A	Vamsi
2.	Ch. Bhanuprasad	7 th B	Bhanu
3)	K. Sharm Kishore	7 th B	Sharm
4)	A. Shiva charan	9 th A	A. Shiva charan
5)	Cr. Harish	7 th B	Cr. Harish
6)	N. Bharath	7 th B	Bharath
7)	K. Malli Kasiyuni	7 th B.	Malli Kasiyuni.
8.	B. Shiva Sai	7 th B.	Shiva Sai
9)	M. Harsha vardhan	9 th A	Harsha vardhan
10)	K. Ravikiran	7 th B	K. Ravikiran
11)	G. Kiran Kumar	9 th A	G. Kiran Kumar
12)	M. Jagadeeshwar	7 th B	M. Jagadeeshwar
13)	P. Uday Kiran	9 th A	P. Uday Kiran
14)	T. Rakesh	7 th B	T. Rakesh
15)	MD. Abdul Rahiman	7 th B	MD. Abdul Rahiman
16)	MD. Rukmoddin	7 th B	MD. Rukmoddin

17	A. SaJeed	7 th B	SaJeed
18	A. Lakshman	9 th A	Lakshman
19	K. Bhavani prasad	9 th A	Bhavani prasad.
20	MD. Faizan	8 th A	Faizan.
21	V. Sashwanth	9 th A	Sashwanth
22	Ch. Vishnu vardhan	9 th A	Vishnuvardhan
23	M. Vinay	9 th A	Vinay
24	P. Rameesh	7 th B	Rameesh.
25	V. Vinay chary	7 th B	Vinay chary
26	K. Subramanyam	7 th B	Subramanyam.
27	M. Praneeth	7 th B	Praneeeth
28	MD. Moiz	9 th A	Moiz.
29	R. Varun kumar	7 th B	Varun kumar
30	M.D. Saheeb	7 th B	Saheeb
31	M. Sathwik	7 th B	Sathwik
32	R. Tarun kumar	7 th B	Tarun kumar
33	Md: Ilyaz	7 th B	Md: Ilyaz
34	E. manish	9 th A	manish

35) M. Sanjay Siddharth	9 th A	<u>Sanjay</u>
36) B. Bhavanishankar	7 th B	<u>Bhavanishankar</u>
37) B. Sathwik	7 th B	Sathwik
1) Ch. Akshitha	7 th B	Akshitha
2) M. Ashwini	7 th B	M. Ashwini
9.3) M. Meghana	7 th B	M. Meghana
4) M. Shravika	7 th B	<u>M. Shravika</u>
5) A. Kishitha	7 th B	<u>A. Kishitha</u>
6) M. Dikitha	7 th B	M. <u>Dikitha</u>
7) B. Pranaya	7 th B	B. <u>Pranaya</u>
38) M. Venkatesh	9 th A	M. Venkatesh
39) Md. Althaf	7 th B	Althaf
40) S. Thafik	9 th A	S. Thafik
41) N. Karthika	9 th A	N. Karthika
42) G. Bharath	9 th A	<u>G. Bharath</u>
43) S. Imran	9 th A	S. Imran
44) H. Bharaju	7 th B	Bai Raju
(45) 645 Hafeefa Noor	7 th B	Hafeefa Noor

(26) mohammadi	7th B	mohammadi
(478) Farheen tabasum	7th B	Farheen Tabasum
(48) (48) Deeksha	7th B	Deeksha
(49) (49) Niharika	7th B	Niharika
(50) (50) Swathi	7th B	Swathi
(51) L. Praveena	7th B	L. Praveena.
(52) (52) B. Keerthana	7th B	B. Keerthana
(53) (53) V. Krishnaveni	7th B	V. Krishnaveni

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	ENVIRONMENT AND BIODIVERSITY CONSERVATION
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.	Coordinators of the ERS activity	Dr. Naveen Kolloju Dr. Raju Chaketi
9.	Total Participants	35 (from 7 th and 8 th classes)
10.	Link to LinkedIn post	https://www.linkedin.com/posts/dr-naveen-kolloju-a516a5b_ers-futureyou-activity-7242761099136163840-7EWa?utm_source=share&utm_medium=member_desktop

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 19th 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 th A	Ayesha Anjum.
2)	Madiha Begum	7 th A	Madiha Begum
3)	S. HARIKA	7 th A	S. Harika.
4)	Ch. Shoranga	7 th A	Ch. Shoranga
5)	G. Suhagini	7 th A	G. Suhagini
6)	N. Gouri Sahasra	7 th A	N. Gouri Sahasra
7)	M. Dhatri	7 th A	M. Dhatri.
8)	Sofiya Fareena	7 th A	Sofiya Fareem
9)	Sumayya Begum	7 th A	Sumayya Begum
10)	B. Mala	7 th A	Mala
11)	O. Sindhu	7 th A	Sindhu.
12)	S. Kalavathi	7 th A	Kalavathi.
13)	V. Harshitha	7 th A	V. Harshitha
14)	K. Pavan?	7 th A	K. Pavan?
15)	M. Sakithi	7 th A	M. Sakithi.
16)	G. Anjali	7 th A	G. Anjali
17)	B. Pavan?	7 th A	B. Pavan?

18) Sharath	7 th (A)	Sharath Chandrasai
19) Ayan	2 th (A)	Ayan
20) Mathur	7 th (A)	Mathur
21) Arjun	7 th (A)	Arjun
22) M. Sandeep	7 th (A)	Sandeep
23) V. Shiva Kumar	7 th (A)	Shiva Kumar
24) B. Dhanush goud	7 th (A)	B. Dhanush goud
25) G.V. GOUTHAM	7 th (A)	G.V. GOUTHAM
26) G. Manikanta	7 th (A)	G. Manikanta
27) B. Jagadish	7 th (CA)	B. Jagadish
28) K. Sai Rudvik.	8 th (A)	K. Sai Rudvik.
29) C. Adithya	7 th (A)	C. Adithya.
30) K. Sarveshwar	8 th (CA)	Sarveshwar
31) C. Yashwanth	7 th (A)	Yashwanth
32) Md. Sofiyan	7 th (A)	Sofiyan
33) Md. Ailq	7 th (A)	Ailq
34) Md. Abuzar	7 th (A)	Abuzar
35) Md. Awaiz	7 th (A)	Awaiz

ERS ACTIVITY (INDIVIDUAL): FUNDAMENTAL RIGHTS AND FUNDAMENTAL DUTIES

(Aligning with UN SDGs of 17 Goals)

REPORT SUMMARY:

1.	Program Name	FUNDAMENTAL RIGHTS AND FUNDAMENTAL DUTIES
2.	Date & Time	06.11.2024 & 9 AM
3.	Faculty Name	Dr. Srinivas Junuguru
4.	School/Dept	School of Liberal Arts and Humanities
5.	Venue	Zilla Parishad High School, Thogurpally Village, Kondapur Mandal and Sangareddy district, Telangana.
6.	UN SDGs	12, 13, 14 and 15
7.	Activity Type	Individual ERS activity
8.	Impact Group	School children
9.	Total Participants	72 students
10.	Total Woxsen Students participated	0
11.	Link to LinkedIn post	https://www.linkedin.com/feed/update/urn:li:activity:7260194767622266880/

DETAILED REPORT OF THE PROGRAM:

For the academic year 2024-25, I conducted my individual ERS activity on 6th November 2024, at Zilla Parishad High School, Thogurpally village located in Kodapur Mandal of Sangareddy district in Telangana. For this activity, I have chosen the topic of Fundamental Rights and Fundamental duties in alignment with Sustainable Development Goals of 17. Regarding this, I have approached the headmaster of the school, Mr. Dasarath Pramanik to conduct the activity. With his support, I have finalized the program schedule and conducted the activity as per schedule without affecting the regular classes.

Objective of the ERS Activity:

The students at Zilla Parishad High School read about the basic concepts of environment like land, water, air, climate, etc., as part of the curriculum. To add something new to their existing knowledge, I have focused on 'Fundamental Rights and Fundamental duties' as part of the ERS initiative. The main aim of the activity is to educate the students on the Fundamental Rights and Fundamental duties and its importance.

I reached the school at 9: 45AM and formally interacted with the headmaster Mr. Dasaradh Pramanik and other teachers of the school to express our gratitude for allowing conducting the ERS Activity.

A total of 72 students participated in this ERS Activity who belong to 9th and 10th grade students. Since it is an unknown topic, students have paid much attention throughout the session. I made the students quite comfortable during the session by using local language and making the concepts quite simple and easily understandable, citing numerous examples. The students enjoyed the session as the concepts were simplified in the local context. At the end of the session, students felt very happy as they explored the new learning on Fundamental Rights and Fundamental duties. Some of the students have given their known examples related to Fundamental Rights and Fundamental duties. Interestingly, a few students

cited some movie scenes that related to Fundamental Rights and Fundamental duties. From the students' interactions and their feedback, the session on Fundamental Rights and Fundamental duties was beneficial as they learned new insights.

The following issues were covered in the session:

Fundamental Rights and
Fundamental duties
Way forward

Timeline:

Timeline of the ERS Activity	
09:00 AM – 09:45 AM	Arrival at Zilla Parishad High School, Thogurpalle village
09:45 AM – 10:15 AM	Interaction with the Headmaster and teachers
10:15 AM – 10:25 AM	Mobilising the Students
10:25 AM – 01:00 PM	Session on 'Fundamental Rights and Fundamental duties'
01:00 PM – 01:45 PM	Clarifying the student's doubts
01:45 PM – 02:15 PM	Concluding the programme
02:15 PM – 03:00 PM	Traveling back to Woxsen University

CONCLUSION AND FOLLOW-UP PLAN:

As part of Social Impact and Outreach, an ERS activity has been conducted at Zilla Parishad High School, Thogurpalle village on the topic 'Fundamental Rights and Fundamental duties'. The main aim of the activity is to educate students on Fundamental Rights and Fundamental duties in alignment with Sustainable Development Goals of 17. The two major outcomes of the ERS activity are namely, familiarising the school students on the Fundamental Rights and Fundamental duties, its challenges and the way forward. As a part of the follow-up activity, I am planning to revisit the school with the dual purpose of evaluating the completed ERS activity and educating the students on another new topic related to the environment in aligning with sustainable development goals.

PHOTOGRAPHS OF THE PROGRAM:

ERS Initiative

School of Liberal Arts and Humanities, Woxsen University organises an awareness session on

Environment & Biodiversity Conservation

Aligning with SDGs 13 and 15

Classroom Lectures

Aligning with SDGs 4

- Circular Economy & Sustainability
- Fundamental Rights and Duties

6th
November
2024

🕒 10 AM

📍 Zilla Parishad High School (ZPHS),
Thogurpalle village, Kondapur Mandal,
Sangareddy District of Telangana

Organizing Committee:
Steering Group on Social Impact and Outreach,
SOLH

www.woxsen.edu.in



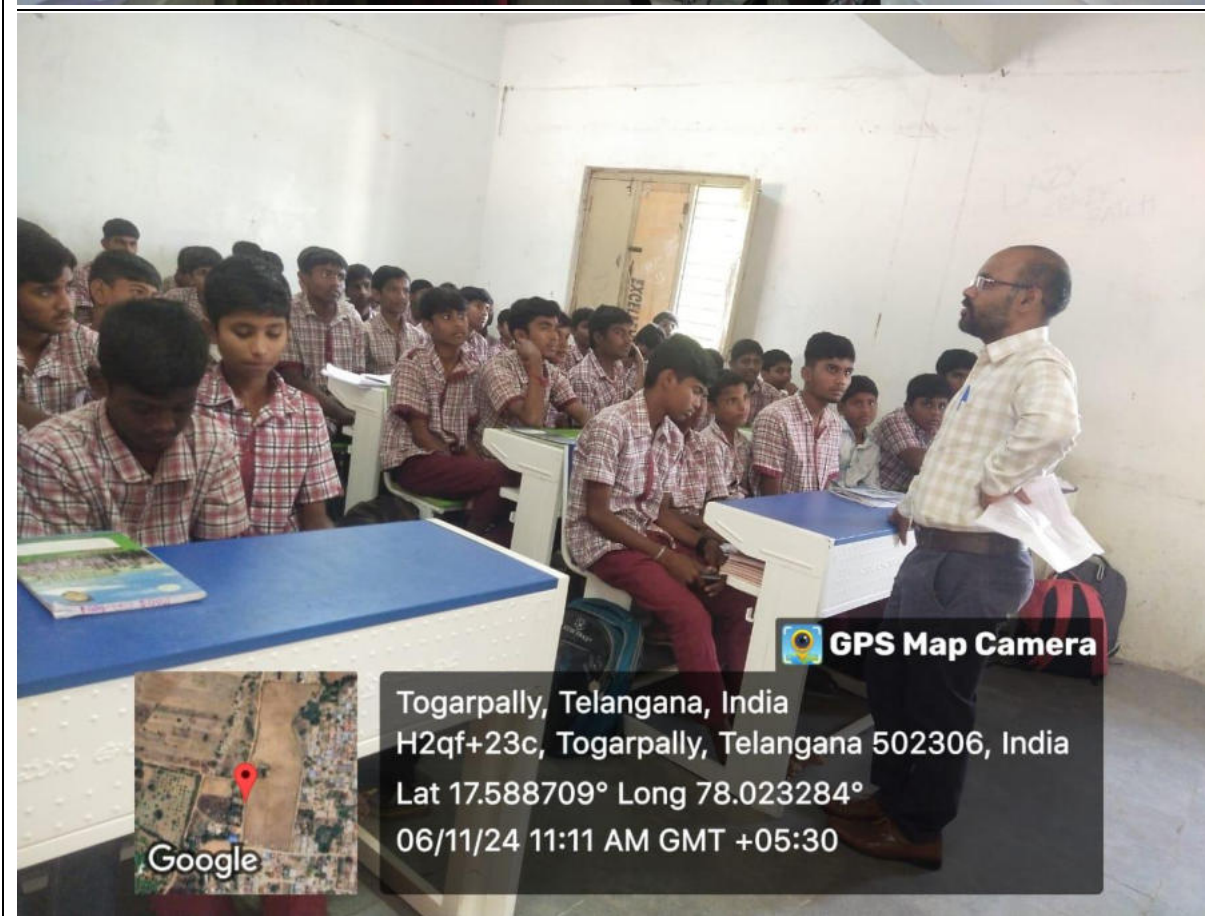
Zilla Parishad High School Headmaster briefing the students about the activity

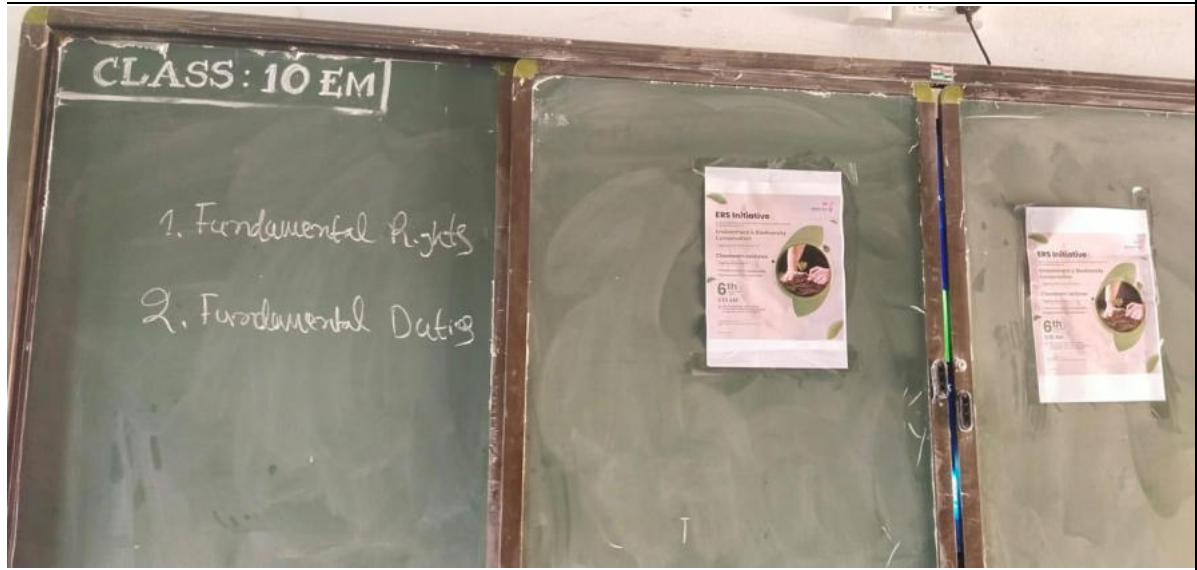


Fundamental Rights and Fundamental duties

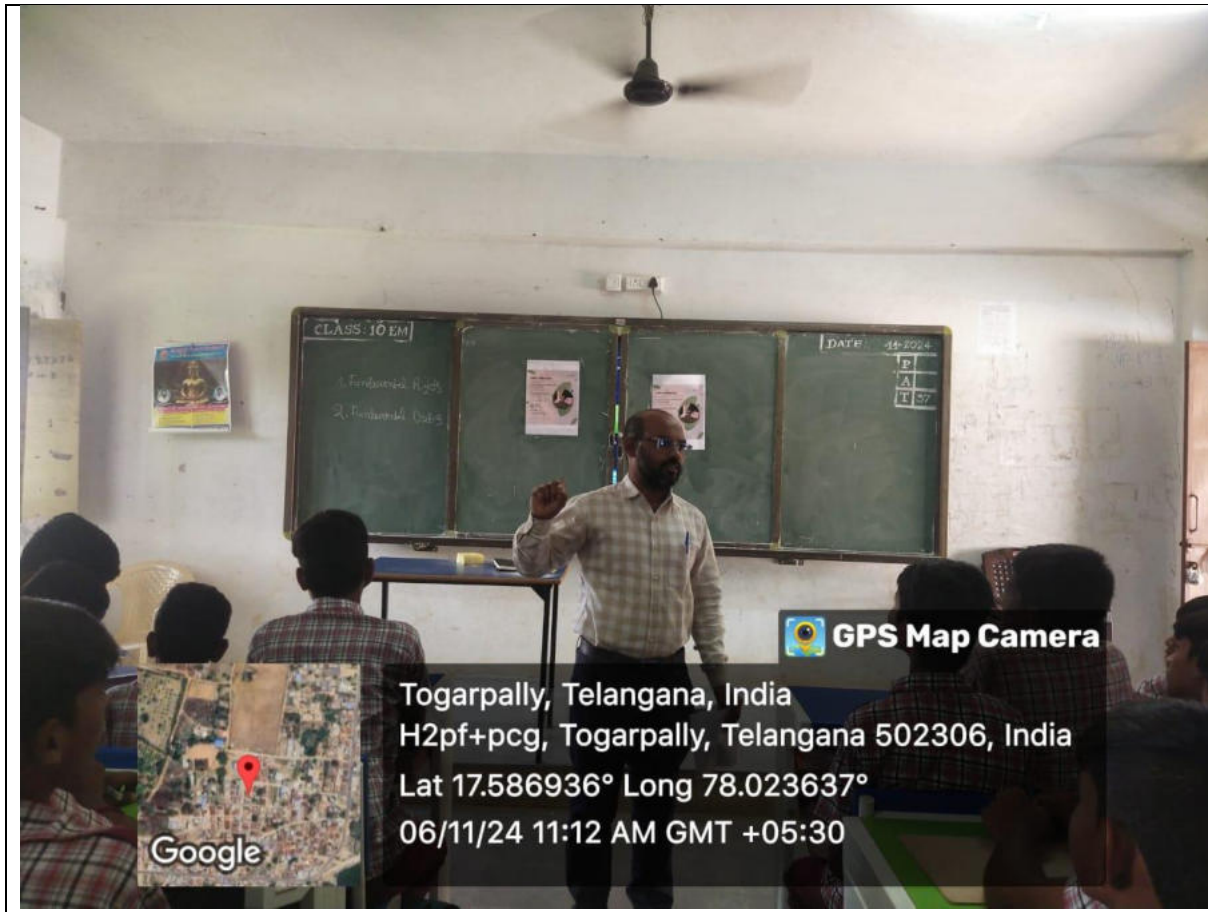


Clarifying the students' doubts on Fundamental Rights and Fundamental duties









Attendance Sheet

ERS Activity (Individual)			
on			
CIRCULAR ECONOMY AND SUSTAINABILITY			
Date: November 6 th , 2024		Place: Zilla Parishad High School Thogarpalle village	
Faculty Name: Dr. Satyanarayanan Tamsingi, BOLH, NOXSEN UNIVERSITY			
S.I.No.	Name of the Student	Class	Signature
1)	A. Sanjay	9 th E/M	Sanjay.
2)	G. Harshavardhan	9 th E/M	Harshavardhan.
3)	Md. Tanveer	9 th E/M	Tanveer.
4)	K. Ramchandan	9 th T/M	Ramchandan
5)	M. Pradeep Kumar	10 th T/M	Pradeep
6)	M. Subramanyam	9 th E/M	Subramanyam
7)	G. Rohan Yadav	9 th E/M	G. Rohan Yadav.
8)	M. Shiva Prasad	10 th T/M	M. Shiva Prasad
9)	M. Vijay Kumar	9 th E/M	M. Vijay Kumar
10)	K. Vamsi	9 th E/M	Vamsi
11)	E. VINAY KUMAR	10 th T/M	E. VINAY KUMAR
12)	Ch. Hasi Shankar	10 th T/M	Ch. Hasi Shankar
13)	K. Nagaraju	9 th E/M	K. Nagaraju
14)	G. Ramchandan	10 th T/M	G. Ramchandan
15)	Ch. Srikanth	9 th T/M	Ch. Srikanth.
16)	P. Shiva Shankar	10 th T/M	P. Shiva Shankar
17)	G. Gnanini	10 th T/M	G. Gnanini

18.	M. Karjith	9 th T/M	M. Karjith
19.	L. Vamsi	10 th E/M	<u>Vamsi</u>
20.	B. Mahesh	10 th E/M	<u>Mahesh</u>
21.	K. Praneth	9 th E/M	Praneth
22.	ch. Ganesh	10 th E/M	<u>Ganesh</u>
23.	D. Laxman	9 th E/M	P. Laxman
24.	K. Srikanth	9 th E/M	Srikanth M. Nithin
25.	M. Nithin	9 th T/M	ch. Prasad
26.	ch. Prasad	9 th T/M	G. Deepak
27.)	G. Deepak	9 th E/M	Shahedh
28.)	Sk. Shahedh	9 th E/M	M. Venkatesham
29.)	M. Venkatesham	9 th E/M	phanendhar
30.)	K. phanendhar	9 th E/M	B. Mallesh
31.)	B. Mallesh	10 th T/M	R. Nithin
32.)	R. Nithin	9 th T/M	B. Dinesh
32.)	B. Dinesh	9 th E/M	T. Naveen
33.)	T. NAVEEN	10 th T/M	B. Balraju
34.)	B. Balraju	10 th E/M	S. Sathish
35.)	S. Sathish	9 th T/M	

36)	U. Shiva Shankar	10 T/M	Shiva Shankar
37	Naveen Kumar	10 E/M	S. Naveen Kumar
37)	E. Shiva Kumar	10 T/M	E. Shiva Kumar
38)	G. Naveesh	9 th T/M	G. Naveesh
39)	P. Vijay Kumar	9 th T/M	P. Vijay
40)	U. Sathish	10 th E/M	U. Sathish
41)	S. Sai Chaitan	10 th E/M	S. Sai Chaitan
42)	D. Sai Teja	9 th E/M	D. Sai Teja
43)	K. Jashwanth Reddy	10 th E/M	K. Jashwanth Reddy
44)	G. Achuth Reddy	9 th E/M	G. Achuth Reddy
45)	Sk. Saqlain Raza	10 th E/M	Sk. Saqlain Raza
46)	S. ARUN	10 th E/M	S. ARUN
47)	MD. SHADULA BABA	10 th T/M	MD. SHADULA BABA
48)	B. Rakesh	9 th E/M	B. Rakesh
49)	V. Hemant Kumar	9 th E/M	V. Hemant Kumar
50)	P. Jashwanth	10 th E/M	P. Jashwanth
51)	M. DINESH	9 th T/M	M. Dinesh
52	V. Sanjay Kumar	10 th E/M	V. Sanjay Kumar

53) K. Bharath	9 th EIM	Bharath
54) K. Sai chaitan	10 th EIM	Sai chaitan
55) D. Shiva kumar	10 th EIM	Shiva kumar.
56) M. Jagannadov	10 th EIM	Jagan
57) V. Deepak chary	10 th EIM	Deepak
58) M. vignesh	9 th Em	vignesh
59) Ch. Prabhakaz	9 th TM	Prabhakar
60) K. Shiva Sai	9 th EIM	K. Shiva Sai
61) T. malhu	10 th EIM	malhu
62) K. manichary	10 th EIM	manichary
63) R. Hari Krishna	10 th EIM	Hari Krishna
64) N. Sampath	10 th EIM	Sampath
65) P. Aravind	10 th EIM	Aravind
66) A. Harish	9 th T/m	Harish
67) S. Saikumar	9 th T/m	Saikumar
68) T. Bharu prasad	9 th EIM	Bharu
69) B. Abhilash	10 th EIM	Abhilash
70) E. Santhosh kumar	9 th EIM	Santhosh
71) K. ganes h	9 th T/m	K. ganes h
72) Ch Abhishale	9 th EIM	Abhishale

ERS PROGRESS REPORT

SCHOOL OF ARTS AND DESIGN

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Title of the program: Circular Economy Module for Fashion Design students.

Programme Summary:

1.	Program Objective	To introduce students of Fashion Design to sustainable approaches within the fashion and textile industry by transitioning from the conventional linear production model to a more sustainable circular production model.
2.	Date & Time	July – August 2025
3.	School/Dept.	SOAD – Fashion Design Department
4.	Venue	Woxsen University, Hyderabad
5.	UN SDG	SDG 12: Responsible Consumption and production SDG 13: Climate Action SDG 4: Quality Education
6.	Activity Type	Lecture and Case study discussions
7.	Impact Group	Faculty and Students
8.	Total Participants	Approximately 30 students
9.	Nos of Woxsen Students involved	30
1	Faculty Members Involved	Prof. Arun Gaikwad & Dr. Walter
11.	Link of LinkedIn post	

Detailed Report of the Program:

The Circular Economy module was introduced as part of the B.Des 5th semester curriculum for Fashion Design students, led by Prof. Arun Kumar Gaikwad and Dr. Walter. The sessions were structured to build conceptual clarity on the differences between linear and circular production models, while sensitizing students to waste generation, resource depletion, and unsustainable consumption patterns in fashion.

Students explored key themes such as recycling, upcycling, closed-loop systems, and cradle-to-cradle design, supported by global and Indian case studies. The sessions emphasized the benefits of adopting circular models, including environmental and economic advantages, while showcasing practical examples of industry adoption.

As part of the module, Dr. Walter conducted a specialized project titled “**Modular Fashion Accessory Design for Circular Economy.**” The project required students to design multifunctional fashion accessories capable of serving three distinct functions through advanced modular design. The aim was to help students

apply sustainability concepts while exploring innovation in modularity, durability, and resource optimization.

Outcomes of the module included students demonstrating their understanding of circular principles, applying them in accessory design, and critically reflecting on the role of modularity in reducing waste and extending product life cycles. The project outcomes aligned with the larger goal of preparing students as responsible designers with sustainability-oriented mindsets.

The initiative strengthened SOAD's commitment to sustainability, aligning academic learning with industry needs while advancing the goals of the Ethics, Responsibility, and Sustainability (ERS) agenda.

Conclusion

The Circular Economy module for Fashion Design students successfully combined theoretical insights with hands-on design exploration, enabling students to internalize sustainable design practices. By embedding circular economy concepts into core design pedagogy, Woxsen University is preparing future-ready designers capable of shaping a more responsible and resilient fashion industry.

Photographs of the Program:



ERS PROGRESS REPORT

SCHOOL OF ARTS AND DESIGN

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Title of the program: Sustainable Footwear design workshop.

Programme Summary:

1.	Program Objective	To train women's SHGs in sustainable footwear design, leveraging local Deccani wool from pastoral communities and the crafting skills of SHG women to create natural and sustainable footwear, while empowering them for sustainable income generation.
2.	Date & Time	September 17 th to 24 th , 2024
3.	School/Dept.	SOAD
4.	Venue	Bagalkot District, Karnataka
5.	UN SDG	SDG 8: Decent Work and Economic Growth SDG 12: Responsible Consumption and Production
6.	Activity Type	Workshop and Training
7.	Impact Group	Academicians & research scholars
8.	Total Participants	10
9.	Nos of Woxsen Students involved	
10.	Faculty Members Involved	Prof. Vidyadhar & Prof. Santosh
11.	Link of LinkedIn post	

Detailed Report of the Program:

The School of Design at Woxsen University, in collaboration with Earthen Tunes Designs Pvt. Ltd and supported by the Centre for Pastoralism, conducted a sustainable footwear design workshop in Bagalkot district, Karnataka. The workshop, facilitated by Future Greens NGO, ran for seven days from September 17 to 24, 2024.

The primary focus of the workshop was to create sustainable footwear designs using indigenous Deccani wool and other natural materials. The program trained approximately seven women's Self-Help Group units in Bagalkot, leveraging the local Deccani wool from pastoral communities and the crafting skills of the SHG women.

During the workshop, participants successfully developed four Deccani wool footwear designs and a wool-based insulation packaging. These designs showcase the potential of combining traditional materials with modern sustainable design practices.

The workshop not only imparted valuable skills to the participants but also aimed at creating a sustainable income generation model for the SHGs. To ensure the commercial viability of

the designs, they will be further refined with the support of the Wool Research Association (WRA) and Footwear Design and Development Institute (FDDI) to meet market demands. This initiative, conducted as part of the ERS activities of the School of Arts and Design, demonstrates a commitment to community engagement and sustainable development.

Conclusion and Follow-up Plan:

The Sustainable Footwear Design Workshop in Bagalkot successfully combined skill development, sustainable practices, and economic empowerment. By focusing on indigenous materials and traditional craftsmanship, the workshop not only created eco-friendly footwear designs but also paved the way for sustainable livelihoods for women in the region. The collaboration between academic institutions, private enterprises, and NGOs showcases an effective model for community-based sustainable development initiatives. As the designs move towards market-readiness, this project has the potential to create a lasting positive impact on both the local economy and the environment.

Photographs of the Program:





ERS PROGRESS REPORT

SCHOOL OF ARTS AND DESIGN

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Title of the program: Celebration of National Handloom Day.

Programme Summary:

1.	Program Objective	To celebrate India's rich craft traditions and promote sustainable design practices through immersive, hands-on workshops and collaborations. The program aimed to deepen students' understanding of natural materials and traditional techniques, while encouraging material sensitivity, process innovation, and design articulation.
2.	Date & Time	August 31st 2025
3.	School/D ept.	SOAD
4.	Venue	Woxsen University, Hyderabad – LT 1
5.	UN SDG	SDG 8: Decent Work and Economic Growth SDG 11: Sustainable Cities and Communities (preserving cultural heritage) SDG 4: Quality Education
6.	Activity Type	Guest Lecture, Exhibition and Workshop
7.	Impact Group	Faculty and Students
8.	Total Participants	100
9.	Nos of Woxsen Students involved	
1	Faculty Members Involved	Dr. Adity Saxena, Dr. Sadhna and Prof. Rajesh
1.1.	Link of LinkedIn post	https://www.linkedin.com/posts/aditysaxena_creative-energy-and-vibrant-campus-life-activity-7357302583150940160-xMJl?utm_source=share&utm_medium=member_desktop&rcm=ACoAAANqkO8BM96fXLgObGMKlxDeiS6fDII60IM

Detailed Report of the Program:

On the 31st of July 2025, the School of Arts and Design (SOAD) at Woxsen University came alive with creative energy and cultural engagement through a full-day celebration of India's craft heritage and sustainable design practices. The event brought together students, faculty, and industry collaborators to mark National Handloom Day, while also showcasing the outcomes of ongoing material exploration workshops focused on Eco Printing and Bamboo & Leather product development.

The primary objective of the day was to promote hands-on, immersive learning by engaging students with traditional techniques, natural materials, and heritage crafts. The program aimed to build awareness around responsible consumption, sustainability, and cultural continuity, in line with UN Sustainable Development Goals (SDGs), particularly SDG 12 (Responsible Consumption and Production), SDG 11 (Sustainable Cities and Communities), and SDG 4 (Quality Education).

The celebration featured three major components. First, in collaboration with the Weavers' Service Centre, Hyderabad, the National Handloom Day segment offered students an in-depth understanding of loom-based techniques, the history of Indian handloom, and the significance of preserving indigenous textile knowledge systems. Experts from the Weavers' Service Centre interacted with the students and demonstrated the richness and complexity of the handloom craft, while also encouraging dialogue on innovation and continuity.

Simultaneously, the Eco Printing Workshop provided an exploratory platform where students learned about natural dyeing and botanical printing processes. By using organic materials such as leaves, flowers, and roots, students created unique prints on fabric, understanding the environmental advantages and creative possibilities of natural dyes. This workshop encouraged eco-conscious making practices and introduced students to sustainable alternatives.

This celebration allowed students to engage with India's diverse material culture. The event reflected Woxsen University's continued commitment to integrating craft-based learning, sustainability, and cultural relevance into its curriculum.

The success of the event demonstrates how educational spaces can act as powerful sites for creative expression, cultural continuity, and environmental awareness, thereby preparing design students to be more informed, responsible, and globally relevant practitioners.

Conclusion

July 31st was a vibrant expression of Woxsen University's commitment to craft excellence, sustainability, and experiential learning. Through a day rich with collaborative engagements and creative showcases, students explored traditional and contemporary applications of handloom & natural dyes. The event not only highlighted the strength of India's artisanal heritage but also provided students a platform to develop confidence, storytelling ability, and a deepened respect for sustainable practices in design.

These initiatives align with Woxsen's broader vision of cultivating socially responsible, culturally aware, and environmentally sensitive designers of the future.

Photographs of the Program:





ERS PROGRESS REPORT SCHOOL OF ARTS AND DESIGN

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Title of the program: Webinar series on Environmental Education and Action

Programme Summary:

1.	Program Objective	Sensitizing the students about environmental issues the world facing today and to examine environmental issues and design solutions with a fresh perspective
2.	Date & Time	6 – 16, May 2024
3.	School/Dept	School of Arts and Design
4.	Venue	Online
5.	UN SDG	1 - 17
6.	Activity Type	Webinar
7.	Impact Group	Undergraduate students
8.	Total Participants	70
9.	Nos of Woxsen Students involved	
10.	Faculty Members Involved	Prof. Haritha Ponnappalli, Prof. Srutinwita Roy and Prof. Kanna K. Siripurapu
11.	Link of LinkedIn post	https://www.linkedin.com/posts/kanna-siripurapu-07ba10a2_all-is-well-httpsalliswellorgin-activity-7199361461645631488-qvDS

Detailed Report of the Program:

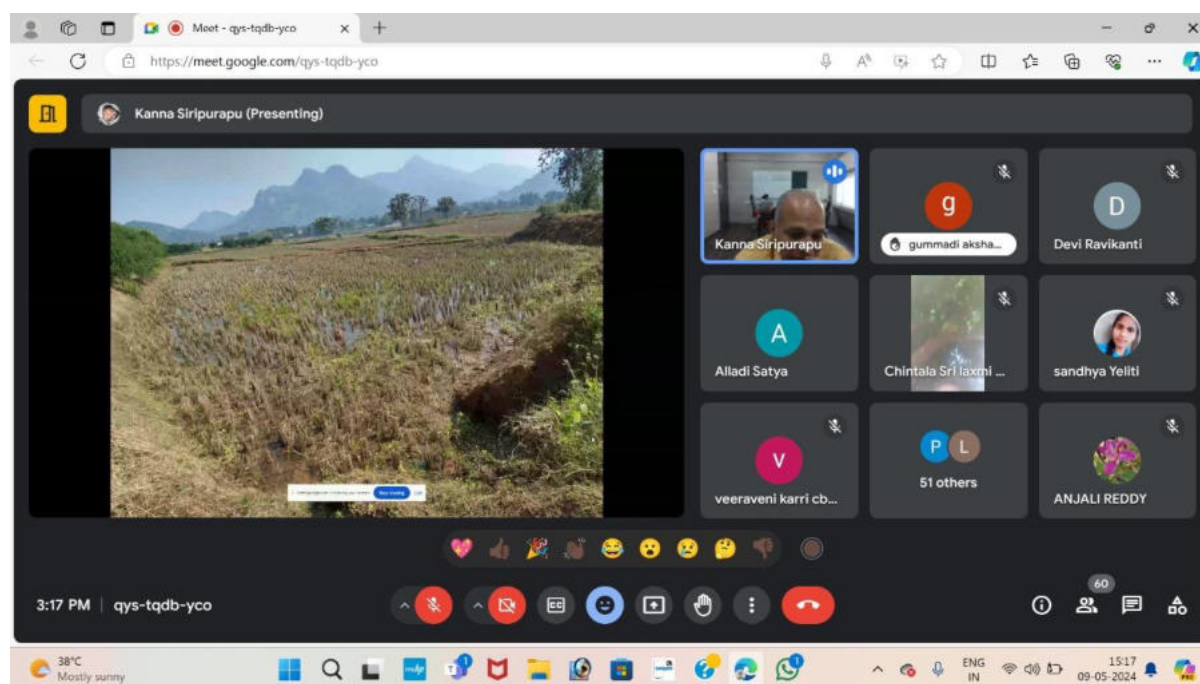
All is WELL, a non-profit organization based out of Kakinada, Andhra Pradesh, in collaboration with the Centre for Learning Design, School of Arts and Design, Woxsen University, Telangana organized a ten days' webinar series on "Environmental Education and Action", from 6 – 16 May, 2024. The webinar series was a part of the internship programme offered by All is Well to 60 undergraduate students of Anaavaram Satyavathi Devi (ASD) Government Degree College for Women (Autonomous), Degree College, Kakinada, Andhra Pradesh. The objectives of the Course are sensitizing the students about environmental issues the world facing today and to examine environmental issues and design solutions with a fresh perspective. It was expected that the internship would help the students in developing a deeper understanding about judicious and equitable use of natural resources and sustainable development. Eminent scholars in the field Prof. Haritha ponnappalli (Assistant Prof. Dept of Interior Design, School of Arts and Design, Woxsen University), Dr. M. Sarveswara Rao, Scientist, Bluedrop Enviro Pvt Ltd, Hyderabad, and Dr. G. Sailu, Regional Director, Forest -PLUS 3.0

Hyderabad, Telangana, USAID, and Prof. Kanna K. Siripurapu, Assistant Dean – ERS, Woxsen University shared their valuable knowledge and experiences with the interns.

Conclusion and Follow-up Plan:

Mr. Kishore Nandigam, Founder and Director of All is Well and his team at All is Well in collaboration with Centre for Learning Design, School of Arts and Design, Woxsen University, Telangana would continue this internship programme in the future too.

Photographs of the Program:



The screenshot shows a Google Meet session in progress. The main window displays a grid of video feeds for participants. The participants visible in the grid are:

- Vaddi SYAMALA (top left)
- gummadi akshaya (top middle, profile icon)
- Prasanna kumar Avantsa (top right)
- Poli Reddy Kavya Sree (middle left)
- Purnima veeramani Kamana (middle middle, profile icon)
- Gundupalli Prathyusha (middle right)
- Nookarathnam Illingi (bottom left, profile icon)
- 44 others (bottom middle, profile icon)
- ANJALI REDDY (bottom right)

On the right side, there is a 'People' panel listing all participants:

- ANJALI REDDY (You)
- ADABALA GANGA BHA...
- Amurthi Amurthi, Akhila
- Anjuri Anna sowmya
- Anusha Katta
- Bhagyalakshmi Horticul...
- Bhanusruthi Kunjam

The bottom of the screen shows the Windows taskbar with the time 3:44 PM, temperature 38°C, and date 09-05-2024.

ERS PROGRESS REPORT SCHOOL OF ARTS AND DESIGN

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Title of the program: Tracking the value of chain of desi wool in different regions of India

Programme Summary:

1.	Program Objective	Tracking the value chain of desi wool to revive the dying wool based economy in different regions of India
2.	Date & Time	Ongoing
3.	School/Dept	Department of Industrial Design, SOAD
4.	Venue	Multiple Locations in India
5.	UN SDG	1, 5, 8, 9, 10, 12, 13, 15, & 17
6.	Activity Type	Action-Research
7.	Impact Group	Pastoralists, Artisans, and Indigenous Sheep Breeds
8.	Total Participants	3
9.	Nos of Woxsen Students involved	1
10.	Faculty Members Involved	Prof. Mrudul Chilmulwar and Prof. Santosh Kocherlakota
11.	Link of LinkedIn post	

Detailed Report of the Program:

India is home to 74 million sheep with a rich diversity of indigenous wool that caters to over 34 million pastoral communities. India's wool requirements are met largely by imported wool, which has resulted in a decline in wool procurement from shepherds. As a result, some indigenous sheep breeds are at risk of extinction. The Centre for Pastoralism (CfP), a NGO based out of New Delhi, focusing on pastoralism launched the Desi Oon initiative, which aims to rebuild the indigenous wool economy. The adulteration of indigenous wool with acrylic wool is lowering the value of pure wool and breaking trust in the products bought. Tracing the origin of the wool may help not only to restore trust of the consumers but also revive the dying desi wool economy. Using technology to track the value chain of the desi wool economy in different regions of India. Hence giving assurance of authenticity to the buyers of wool products. Ms. Jinoodhaya S.S., the Semester VIII student pursuing Industrial Design at SOAD is interning with CfP for working on this project. She took this project for her Graduation Project and Prof. Santosh Kocherlakota is mentoring her on the graduation project.

Conclusion and Follow-up Plan:

Through this project, AI and machine learning tools will be designed for tracing the entire value chain of desi wool, which may help in reviving the dying desi wool economy in India.

Photographs of the Program:







ERS PROGRESS REPORT SCHOOL OF ARTS AND DESIGN

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Title of the program: NAYASA - a discovery platform to increase transparency and traceability of agriculture value chains in India and abroad.

Programme Summary:

1.	Program Objective	Designing a a discovery platform to increase transparency and traceability of agriculture value chains in India and abroad.
2.	Date & Time	January – May 2024
3.	School/Dept	Department of Industrial Design, SOAD
4.	Venue	Multiple locations in India and abroad
5.	UN SDG	1, 2, 3, 8, 9, 10, 12, 13, 14, 15, & 17
6.	Activity Type	Action-Research
7.	Impact Group	Small scale farmers and consumers
8.	Total Participants	10
9.	Nos of Woxsen Students involved	1
10.	Faculty Members Involved	Prof. Mrudul Chilmulwar, Prof. Santosh Kocherlakota and Prof. Kanna K. Siripurapu
11.	Link of LinkedIn post	

Detailed Report of the Program:

“Food systems are responsible for 80% of deforestation, 29% of greenhouse gas emissions and are the single largest cause of biodiversity loss on land.” India once had more 100,000 rice varieties. 90% have vanished from farmers’ collection. Small hold farmers are guardians of Traditional seeds. Farmers with less than 2 hectares (>80%), can’t compete with brands and middlemen and don’t have the know-how to take their products directly to consumers. On top of it, Adulteration and unregulated use of chemicals is rampant in the country. Nonetheless, today’s consumers want to know the story behind their food but the complex maze of certification process makes it difficult to both the small-scale farmers and the consumers. In this background, a group of professionals have initiated NAYASA, a discovery platform to increase transparency and traceability of agriculture value chains in India and abroad. The platform uses advanced blockchain, IoT, GPS, images, voice deception and AI to create a transparent and traceable Food Chain. NAYASA acts the platform for farmers to sell their organically grown products to a premium market of conscious customers. The platform is designed to measure environmental impact and provide insights into the environmental impact of food production.

Ms. Kanika Bukka, Semester VIII student, under the supervision of Prof. Kocherlakota, Prof. Mrudul Chilmulwar and Prof. Kanna K. Siripurapu, joined as an intern with NAYASA for her Graduation Project. Her contributions to the improvement of the platform was very well appreciated.

Conclusion and Follow-up Plan:

NAYASA is working in integration of advanced and new age technologies like blockchain, IoT, GPS, images, voice deception and AI to create a transparent and traceable value chain for agriculture sector.

Photographs of the Program:





ERS PROGRESS REPORT SCHOOL OF ARTS AND DESIGN

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Title of the program: Conscium – A Sustainable Streetwear Clothing Brand

Programme Summary:

1.	Program Objective	To spread awareness on pressing social and environmental issues while following the circular fashion strategy
2.	Date & Time	January – May 2024
3.	School/Dept	Department of Fashion Design, SOAD
4.	Venue	Woxsen University Campus
5.	UN SDG	1, 3, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, & 17
6.	Activity Type	Social Entrepreneurship
7.	Impact Group	All citizens, artisans and underprivileged people
8.	Total Participants	2
9.	Nos of Woxsen Students involved	1
10.	Faculty Members Involved	Prof. Ashutosh Kumar
11.	Link of LinkedIn post	

Detailed Report of the Program:

Conscium is a streetwear brand that aims to spread awareness on pressing social and environmental issues while following the circular fashion strategy - a combination of sustainability and social awareness. This approach allows Conscium to contribute to a greater cause in more than one way. The brand can offer trendy streetwear that draws attention to various cultural and social issues while keeping the environment clean and upliftment of artisans. Conscium supports local artisans, craftsmen and suppliers with similar values and initiatives.

Conscium aims to make long term collaborations with NGO's, businesses that collect preloved garments from consumers, local fabric manufacturers and garment factories for its raw materials. Thus, Closing the Loop of the garment life cycle through recycling and up-cycling techniques. The process of converting waste into a resource involves several procedures and limitations. A simple run through of the process would be collecting, segregating (by condition/ fiber type/ colour), sanitizing, shredding into fibers, spinning new yarns, and making recycled fabric with the desired compositions.

Conclusion and Follow-up Plan:

To promote sustainable recycled fabric and amalgamated with trendy and quirky styles and making people conscious about ongoing environmental concerns. This will merge with NGOs and provide livelihood and employment opportunities for underprivileged people.

Photographs of the Program:









WOXSEN SUMMER PROGRAM (WSP 2025)

1. REPORT SUMMARY:

1.1)	Program Name	Woxsen Summer Program 2025(<u>SOAP Sessions</u>)
1.2)	Date & Time	<u>29th May 2025 – 04:00 PM to 05:30 PM</u> <u>4th June 2025 – 04:00 PM to 05:30 PM</u> <u>6th June 2025 – 02:00 PM to 03:30 PM</u>
1.3)	School/Dept	School of Architecture and Planning
1.4)	Venue	Lab Block, Woxsen University
1.5)	Aligned UN SDG	SDG 4 – Quality Education SDG 11 – Sustainable Cities and Communities SDG 9 – Industry, Innovation and Infrastructure
1.6)	Activity Type	Hands-on Workshops & Interactive Planning Sessions
1.7)	Impact Group	Students from Grades 9 to 12 participating in WSP 2025
1.8)	Total Participants	25–30 students per session
1.9)	Total Woxsen Student participated	Not applicable (student audience from external schools)
1.10)	List of faculties involved in the program	Anjana Nair Harita Rajeshwar Rao Sai Puneeth Damarla
1.11)	Link to LinkedIn post	https://www.linkedin.com/posts/argaganjain_wsp-activity-7330803714825342978-AVOT?utm_source=share&utm_medium=member_desktop&rcm=ACoAADoazoUBxYFSQzNTZ9

1. INTRODUCTION:

The Woxsen Summer Program 2025 (WSP) aimed at creating a vibrant, experiential learning platform for high school students across India. The School of Architecture and Planning (SOAP) conducted three curated, hands-on sessions tailored for students from Grades 9 to 12. The sessions focused on design thinking, urban awareness, and sustainability, aligning with Woxsen’s commitment to holistic education.

2. OBJECTIVE OF THE PROGRAM:

- To introduce school students to the fundamentals of architecture and urban planning
- To foster creativity and critical thinking through interactive activities
- To raise awareness about sustainable urban practices and green building concepts

- To encourage group-based learning and problem-solving among participants

3. DETAILED NARRATIVE OF THE PROGRAM:

Three sessions were conducted by SOAP faculty as part of WSP 2025:

1. **Model Making Workshop (29th May)**

Facilitated by Sai Puneeth Damarla, this session helped students visualize design concepts by physically constructing models using basic materials. It provided a tangible introduction to scale, space, and form.

2. **Urban Planning: Create Your Own City (4th June)**

Led by Harita and Sai Puneeth Damarla, this session encouraged students to imagine, design, and plan their own cities. It included group-based layout planning, zoning ideas, and sustainability-focused development models.

3. **Green Buildings (6th June)**

Conducted by Rajeshwar Rao and Anjana Nair, this workshop introduced the concepts of energy-efficient buildings, passive design strategies, and sustainable architecture. Interactive discussions and quick design tasks were part of the session.

Each session began with a short presentation (5–15 mins) followed by hands-on or group activities for over an hour. The students were enthusiastic and participated actively.

4. OUTCOME AND CONCLUSION:

The sessions successfully introduced young minds to the creative and responsible practice of architecture and planning. Through engaging formats and open dialogue, SOAP's contribution to WSP 2025 highlighted the school's ethos of learning by doing. Feedback from students and parents was positive, and several students expressed interest in pursuing design and planning in the future.

5. 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: 20th 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

