



Chandigarh Engineering College Jhanjeri

Mohali-140307

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

Response:


Chandigarh Engineering College (CEC) Jhanjeri believes in building a value-based inclusive education community. Many courses cover crosscutting topics related to professional ethics, gender, human values, environment and sustainable development. Students are encouraged to undergo internships as part of their study projects. The curriculum help students continue to make a significant contribution to their development and the wellbeing of humanity. The college has made several efforts towards developing value based education to technical engineers with a vision to promote values to be a better citizen.

Professional Ethics:

Courses such as "Professional Ethics", Human Resource Management", "Development of Society" "Project Management", "Constitution of India", "Network Security & Cryptography", etc., are included in the curriculum to study management and ethical practices in engineering. 'Total Quality Management' creates awareness about ISO and QS certification process and its need for the industries, and also to understand the statistical approach for quality control. 'Professional Ethics' infuse ethics in the workplace that has given new importance to human relations and values. Inner ability of students is strengthened through soft skills training. Placement Cell of the institute organized placement activities including training, development of students, aptitude test etc. on a usual basis as per the requirements of the current industry.

Human values:

Courses including Universal Human Values, Value education for Youth Empowerment impart awareness on physical health, strengthening life forces, wellness of mind, individual virtues, societal virtues, morals, human values and harmony in all aspects. Yoga classes enable our students to improve their physical fitness and self-confidence in achieving inner peace and mindfulness. Various clubs operating at different programs enable the students to understand the importance of group work and imbibing leadership. The course 'Indian Constitution and Traditional Knowledge' tells about the central and State policies, fundamental rights and their duties. Students will get awareness to make use of legal directions in developing solutions to societal issues. Beyond the syllabus, the institution organized programmes to inculcate human values in students and staff which includes periodic Blood Donation Camp, arrangement of social and cultural activities in the college and adopted village by NSS unit.


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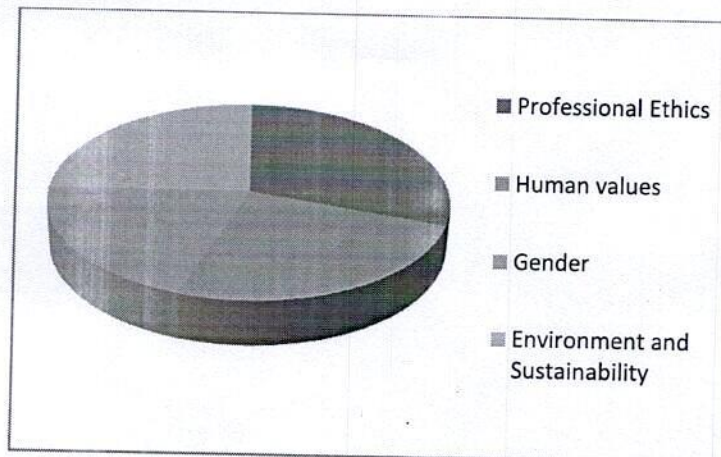
Gender:

The institution practices gender equity in all its activities. The Women Empowerment Cell established in the college aims to help female faculty and students to discover their potential in all aspects, providing an affable working/studying environment for them.

Gender equity is being followed in recruitment of staff, admission of students, batch allocation in laboratories, academic project team, cultural activities, sports, association activities, NCC, NSS, club activities, etc. Office bearers of associations, class representatives and club coordination – all these responsibilities equally shared among boys and girls.

Environment and Sustainability:

Environment and sustainability courses prepare one to be an engineer able to assessing and addressing environmental effects of our use of herbal assets and man-made networks and systems. Course like 'Environmental Science and Engineering' covers topics including eco system, biodiversity, pollution, disaster management, environment protection acts, natural resources, population and human health. Awareness on reducing the use of hazardous materials, maximizing energy efficiency and ensuring recyclability of a redundant product are given to students.



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Department of Electronics and Communication Engineering

UNIVERSAL HUMAN VALUES

2: UNDERSTANDING HARMONY

Course code: HSMC122-18

Credits: 3

COURSE TOPICS:

The course has 28 lectures and 14 practice sessions in 5 modules:

Module 1: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education

1. Purpose and motivation for the course, recapitulation from Universal Human Values-I
2. Self-Exploration—what is it? - Its content and process; 'Natural Acceptance' and Experiential Validation- as the process for self-exploration.
3. Continuous Happiness and Prosperity- A look at basic Human Aspirations
4. Right understanding, Relationship and Physical Facility- the basic requirements for fulfilment of aspirations of every human being with their correct priority
5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario.
6. Method to fulfil the above human aspirations: understanding and living in harmony at various levels.

Include practice sessions to discuss natural acceptance in human being as the innate acceptance for living with responsibility (living in relationship, harmony and coexistence)

rather than as arbitrariness in choice based on liking-disliking.

Module 2: Understanding Harmony in the Human Being - Harmony in Myself!

7. Understanding human being as a co-existence of the sentient 'I' and the material 'Body'
8. Understanding the needs of Self ('I') and 'Body' - happiness and physical facility
9. Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer)
10. Understanding the characteristics and activities of 'I' and harmony in 'I'
11. Understanding the harmony of I with the Body: Sanyam and Health; correct appraisal of Physical needs, meaning of Prosperity in detail
12. Programs to ensure Sanyam and Health.

Include practice sessions to discuss the role others have played in making material goods available to me. Identifying from one's own life. Differentiate between prosperity and accumulation. Discuss program for ensuring health vs dealing with disease.

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Sr.No.	Name of Subject	Subject Code	Semester	Mapped To
1	Development of Societies	HSMC-101-18	3rd	Human Values
2	Universal Human Values	HSMC-122-18	4th	Human Values
3	Environmental Studies	EVS-101-18	4th	Environment & Sustainability
4	Essence of Indian Traditional Knowledge	BTMC-102-18	7th	Professional Ethics
5	Indian Constitution	BTMC-101-18	7th	Professional Ethics


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Course Code: HSMC101-18

Course Title: Development of Societies 3L:0T:0P 3Credits

Detailed Contents:

Unit I: Social Development (5 hours)

1. Concepts behind the origin of Family, Clan and Society
2. Different Social Systems
3. Relation between Human being and Society
4. Comparative studies on different models of Social Structures and their evolution

Unit II: Political Development (3 hours)


1. Ideas of Political Systems as learnt from History
2. Different models of Governing system and their comparative study

Unit III: Economic Development (18 hours)

1. Birth of Capitalism, Socialism, Marxism
2. Concept of development in pre-British, British and post British period- Barter, Jajmani
3. Idea of development in current context.
4. E. F. Schumacher's idea of development, Buddhist economics. Gandhian idea of development. Swaraj and Decentralization.

PROJECT: Possible projects in this course could be

- a) Interact with local communities and understand their issues.
- b) Study local cottage industry and agricultural practices. Role of engineering and specialized knowledge.
- c) Evaluation of technology in the context of its application. Social impact of technology. Environmental impact of technology. Evaluation from a holistic perspective.


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Module 3: Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship

13. Understanding values in human-human relationship; meaning of Justice (nine universal values in relationships) and program for its fulfilment to ensure mutual happiness; Trust and Respect as the foundational values of relationship.

14. Understanding the meaning of Trust; Difference between intention and competence

15. Understanding the meaning of Respect, Difference between respect and differentiation; the other salient values in relationship.

16. Understanding the harmony in the society (society being an extension of family): Resolution, Prosperity, fearlessness (trust) and co-existence as comprehensive Human Goals.

17. Visualizing a universal harmonious order in society- Undivided Society, Universal Order- from family to world family.

Include practice sessions to reflect on relationships in family, hostel and institute as extended family, real life examples, teacher-student relationship, goal of education etc. Gratitude as a universal value in relationships. Discuss with scenarios. Elicit examples from students' lives.

Module 4: Understanding Harmony in the Nature and Existence - Whole existence as Coexistence

18. Understanding the harmony in the Nature

19. Interconnectedness and mutual fulfilment among the four orders of nature - recyclability and self-regulation in nature

20. Understanding Existence as Co-existence of mutually interacting units in allpervasive space

21. Holistic perception of harmony at all levels of existence.

Include practice sessions to discuss human being as cause of imbalance in nature (film "Home" can be used), pollution, depletion of resources and role of technology etc.

Module 5: Implications of the above Holistic Understanding of Harmony on Professional Ethics

22. Natural acceptance of human values

23. Definitiveness of Ethical Human Conduct

24. Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order

25. Competence in professional ethics: a. Ability to utilize the professional competence for augmenting universal human order b. Ability to identify the scope and characteristics of peoplefriendly and eco -friendly production systems, c.

Ability to identify and develop appropriate technologies and management patterns for above production systems.

26. Case studies of typical holistic technologies, management models and production systems.

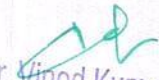
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b) Higher level courses on human values in every aspect of living. E.g. as a professional.


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27. Strategy for transition from the present state to Universal Human Order: a. At the level of individual: as socially and ecologically responsible engineers, technologists and managers b. At the level of society: as mutually enriching institutions and organizations.

28. Sum up.

Include practice Exercises and Case Studies will be taken up in Practice (tutorial) Sessions eg. to discuss the conduct as an engineer or scientist etc.

3. READINGS:

3.1 Text Book

1. Human Values and Professional Ethics by R R Gaur, R Sangal, G P Bagaria, Excel Books, New Delhi, 2010.

3.2 Reference Books

1. Jeevan Vidya: EkParichaya, A. Nagaraj, Jeevan VidyaPrakashan, Amarkantak, 1999.
2. Human Values, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004.
3. The Story of Stuff (Book).
4. The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi
5. Small is Beautiful - E. F Schumacher.
6. Slow is Beautiful - Cecile Andrews
7. Economy of Permanence - J CKumarappa
8. Bharat Mein Angreji Raj -PanditSunderlal
9. Rediscovering India - by Dharampal
10. Hind Swaraj or Indian Home Rule - by Mohandas K. Gandhi
11. India Wins Freedom - Maulana Abdul Kalam Azad
12. Vivekananda - Romain Rolland (English)
13. Gandhi - Romain Rolland (English)

OUTCOME OF THE COURSE:

By the end of the course, students are expected to become more aware of themselves, and their surroundings (family, society, nature); they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind. They would have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society). It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.

This is only an introductory foundational input. It would be desirable to follow it up by

a) Faculty -student or mentor-mentee programs throughout their time with the institution.

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Course Code: EVS101-18

Course Title: Environmental Studies

Detailed Contents

Module 1 : Natural Resources :Renewable and non-renewable resources

Natural resources and associated problems.

- a) Forest resources : Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people.
 - b) Water resources : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
 - c) Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
 - d) Food resources : World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
 - e) Energy resources : Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies.
 - f) Land resources : Land as a resource, land degradation, man induced landslides, soil erosion and desertification.
- Role of an individual in conservation of natural resources.
 - Equitable use of resources for sustainable lifestyles.

Module 2 : Ecosystems

Concept of an ecosystem. Structure and function of an ecosystem.

Food chains, food webs and ecological pyramids. Introduction, types, characteristic features, structure and function of following ecosystems:


- a. Forest ecosystem
- b. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Module 3 : Biodiversity and its conservation

- Introduction – Definition: genetic, species and ecosystem diversity.
- Biodiversity at global, National and local levels.
- India as a mega-diversity nation
- Hot-spots of biodiversity.
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species of India

Module 4 : Social Issues and the Environment

- From Unsustainable to Sustainable development
- Resettlement and rehabilitation of people; its problems and concerns.


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- Environmental ethics : Issues and possible solutions.
- Climate change, global warming, acid rain, ozone layer depletion, Nuclear accidents and holocaust. Case Studies.
- Public awareness.

*ACTIVITIES

Nature club (bird watching, recognizing plants at institute/at home, recognizing local animals, appreciating biodiversity)

Impart knowledge and inculcate the habit of taking interest and understanding biodiversity in and around the college campus. The students should be encouraged to take interest in bird watching, recognizing local plants, herbs and local animals. The students should be encouraged to appreciate the difference in the local biodiversity in their hometown, in the place of their study and other places they visit for vacation/breaks etc.

Following activities must be included.

Identify a tree fruit flower peculiar to a place or having origin from the place.


Making high resolution big photographs of small creatures (bees, spiders, ants, mosquitos etc.) especially part of body so that people can recognize (games on recognizing animals/plants).

Videography/ photography/ information collections on specialties/unique features of different types of common creatures.

Search and explore patents and rights related to animals, trees etc. Studying miracles of mechanisms of different body systems.

1(A) Awareness Activities:

- a) Small group meetings about water management, promotion of recycle use, generation of less waste, avoiding electricity waste
- b) Slogan making event
- c) Poster making event
- d) Cycle rally
- e) Lectures from experts
- f) Plantation
- g) Gifting a tree to see its full growth
- h) Cleanliness drive
- i) Drive for segregation of waste
- ii) To live with some eminent environmentalist for a week or so to understand his work
- iii) To work in kitchen garden for mess
- iv) To know about the different varieties of plants
- v) Shutting down the fans and ACs of the campus for an hour or so
- vi) Visit to a local area to document environmental assets
river/forest/grassland/hill/mountain/lake/Estuary/Wetlands
- vii) Visit to a local polluted site-Urban/Rural/Industrial/Agricultural


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n) Visit to a Wildlife sanctuary, National Park or Biosphere Reserve

Suggested Readings

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, Email:mapin@icenet.net (R)
3. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
4. Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
5. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p
6. Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
7. Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
8. Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
9. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
10. Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
11. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB)
12. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadarads, Vol I and II, Enviro Media (R)
13. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
14. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p


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Course Code: BTMC-102-18

Course Title: Essence of Indian Traditional Knowledge

Part-1 Course objective

The course aims at imparting basis principals of thought process. Reasoning and inferencing Sustainability is at the core of Indian Traditional Knowledge Systems connecting society and nature. Holistic life style of yogic science and wisdom capsules in Sanskrit Literature are also important in modern society with rapid technological advancements and societal disruptions. Part-1 focuses on introduction to Indian Knowledge System. Indian perspective of modern scientific world -view and basis principal of Yoga and holistic health care system.

- i. Basic Structure of Indian Knowledge system
- ii. Modern Science and Indian Knowledge system
- iii. Yoga and Holistic Health Care
- iv. Case studies

Course Outcomes

-Ability to understand connect up and explain basics of Indian traditional Knowledge in Modern scientific perspective.

-Ability to understand connects up and explain basics of Indian traditional Knowledge in Modern scientific perspective.

Course contents


- i. Basic Structure of Indian Knowledge system
- ii. Modern Science and Indian Knowledge system
- iii. Yoga and Holistic Health Care
- iv. Case studies

References

- Fritz of Capra Too of Physics
- Fritz of Capra The Wave of life
- Yoga Sutra of Patanjali. Ramakrishna Mission. Kolkata.
- RN Jha Science of Consciousness Psychotherapy and Yoga Practices. Vidyanidhi Prakashan. Delhi2016
- PB Sharma (English translation) Shodashang Hridayam
- **Pedagogy:** Problem based learning, group discussion, collaborative mini projects

Part-2 Course objective

The course aims at imparting basis principals of thought process. Reasoning and inferencing Sustainability is at the core of Indian Traditional Knowledge Systems connecting society and nature. Holistic life style of yogic science and wisdom capsules in Sanskrit Literature are also important in modern society with rapid technological advancements and societal disruptions


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Course Code: BTMC-101-18

Course Title: Indian Constitution

The Constitution of India is the supreme law of India. Parliament of India cannot make any law which violates the Fundamental Rights enumerated under the Part III of the Constitution. The Parliament of India has been empowered to amend the Constitution under Article 368, however, it cannot use this power to change the “basic structure” of the constitution, which has been ruled and explained by the Supreme Court of India in its historical judgments. The Constitution of India reflects the idea of “Constitutionalism” – a modern and progressive concept historically developed by the thinkers of “liberalism” – an ideology which has been recognized as one of the most popular political ideology and result of historical struggles against arbitrary use of sovereign power by state. The historic revolutions in France, England, America and particularly European Renaissance and Reformation movement have resulted into progressive legal reforms in the form of “constitutionalism” in many countries. The Constitution of India was made by borrowing models and principles from many countries including United Kingdom and America. The Constitution of India is not only a legal document but it also reflects social, political and economic perspectives of the Indian Society. It reflects India’s legacy of “diversity”. It has been said that Indian constitution reflects ideals of its freedom movement, however, few critics have argued that it does not truly incorporate our own ancient legal heritage and cultural values. No law can be “static” and therefore the Constitution of India has also been amended more than one hundred times. These amendments reflect political, social and economic developments since the year 1950. The Indian judiciary and particularly the Supreme Court of India has played an historic role as the guardian of people. It has been protecting not only basic ideals of the Constitution but also strengthened the same through progressive interpretations of the text of the Constitution. The judicial activism of the Supreme Court of India and its historic contributions has been recognized throughout the world and it gradually made it “as one of the strongest court in the world”.

Course content

- 1 Meaning of the constitution law and constitutionalism
- 2 Historical perspective of the Constitution of India
- 3 Salient features and characteristics of the Constitution of India
- 4 Scheme of the fundamental rights
- 5 The scheme of the Fundamental Duties and its legal status
- 6 The Directive Principles of State Policy–Its importance and implementation
- 7 Federal structure and distribution of legislative and financial powers between the Union and the States
- 8 Parliamentary Form of Government in India – The constitution powers and status of the President of India
- 9 Amendment of the Constitutional Powers and Procedure
- 10 The historical perspectives of the constitutional amendments in India
- 11 Emergency Provisions : National Emergency, President Rule, Financial Emergency
- 12 Local Self Government – Constitutional Scheme in India
- 13 Scheme of the Fundamental Right to Equality
- 14 Scheme of the Fundamental Right to certain Freedom under Article 19
- 15 Scope of the Right to Life and Personal Liberty under Article 21

Course Objectives: The objective of the course is to provide the basic knowledge about the Political System of the Country. The basic idea is to make the students aware of their duties and rights. Apart from it the course will aim to educate the pupils about the working of different organs of the government, various constitutional bodies and the agencies of the government. In addition to it,

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Part-2 focuses on Indian philosophical traditions, Indian linguistic Tradition, and Indian artistic tradition.


Course contents

- i. Philosophical Tradition
- ii. Indian Linguistic Tradition (Phonology, morphology, syntax and semantics)
- iii. Indian Artistic Tradition
- iv. Case studies

References

- V.Sivaramakrishnan (Ed.), Cultural Heritage of India-Course material, Bhartiya Vaidya Bhawan Mumbai 5th Edition 2014
- S.C Chaterjee &D.M .Datta , An introduction to Indian Philosophy ,University of Calcutta 1984.
- KS Subrahmanialyer ,Vakyapadiya of Bhattaraihari (Brahma Kanda), Deccan College Pune 1965
- VN Jha, Language Thought and Reality
- Pramod Chandra. India Arts Howard Univ. Press 1983
- Krishna Chaitanya Arts of India. Abhinav Publications. 1987
- R Nagaswamy , Foundations of Indian Art Tamil Arts Academy.2002

Pedagogy: Problem based learning, group discussion, collaborative mini projects


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students will be given brief knowledge regarding the different challenges of Indian Political System, forms of Government in India and nature & dimensions of Indian Federal System. Course Pedagogy: Since the course is of Practical Importance, it is recommended that during the course students will be taken out for one visit to any place with the potential of imparting practical knowledge to the students about the Indian Political System. Such places can be Indian Parliament. State Legislative Assembly, Youth Parliament Pune. It is expected that students should be given case studies about the Indian Political System and Debates on Constitutional Issues should be organised in the campus.

Course Outcome: After the successful completion of the course students will be to understand the different dimensions of Indian Political System. They will be aware about their duties towards the fellow citizens. Students will be able to challenges of the democratic institutions and theoretical aspects of the state and its organs.

Suggested Reading:

1. Indian Political System by J C Johri
2. Indian Political System by Mahendra Prasad Singh
3. Fundamentals of Indian Political System by Raj
4. Our Constitution by Subhash C Kashyap
5. Our Political System by Subhash C Kashyap
6. Indian Federalism – An Introduction by Mahendra Prasad Singh
7. Indian Federalism and Autonomy by S Chandrasekhar


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TIME TABLE (Jul-Dec 2021) B.Tech. (ECE) SEM 3rd (OFFLINE)

Date: 10/11/2021

CC : Ms. Malika Arora (Group A) / Mr. Vikrant Verma (B)

ROOM NO. 332

DAY	TIMINGS								
	I 9:30-10:20	II 10:20-11:10	III 11:10-12:00	IV 12:00-12:50	V 12:50-1:35	VI 1:35-2:20	VII 2:20-3:05	VIII 3:05-3:50	IX 3:50-4:35
Monday	NT (L) Ms. Richa Mehta	TPP- Java	ED (L) Ms. Malika Arora	DSD (L) Dr. Sajjan Singh	B R E A K	Maths (L) Dr. Pooja Singhal	TPP- Soft Skills	FCH-DOS (L)	ED (L) Ms. Malika Arora
Tuesday	EMW (L) Ms. Amarjeet Kaur	ED (L) Dr. Rajneesh Talwar/ Ms. Malika Arora	DSD (L) Dr. Sajjan Singh	Maths (L) Dr. Pooja Singhal		TPP- C/C++	NT (L), Ms. Richa Mehta	LAB ED (G1): 331 / DSD (G2): 320	
Wednesday	NT (L) Ms. Richa Mehta	TPP- Java	EMW (L) Ms. Amarjeet Kaur	DSD (L) Dr. Sajjan Singh		Maths (L) Dr. Pooja Singhal	FCH-DOS (L)	TPP- C/C++	Project - I Mr. Vikrant
Thursday	TPP- Verbal	ED (L) Ms. Malika Arora	DSD (L) Dr. Sajjan Singh	TPP- Reasoning		TPP- Quant	EMW (L) Ms. Amarjeet Kaur	LAB ED (G2): 331 / DSD (G1): 320	
Friday	NT (L) Ms. Richa Mehta	TPP- C/C++	Maths (L) Dr. Pooja Singhal	TPP- Java		Maths (L) Dr. Pooja Singhal	EMW (L) Ms. Amarjeet Kaur	ED (L) Ms. Malika Arora	FCH-DOS (L)

Subject Name with Code	Credits	Teacher's Name
BTEC-301-18 Electronic Devices (ED)	3	Ms. Malika Arora / Dr. Rajneesh Talwar
BTEC-302-18 Digital System Design (DSD)	3	Dr. Sajjan Singh
BTEC-303-18 Electromagnetic Waves (EMW)	4	Ms. Amarjeet Kaur
BTAM-303-18 Maths	3	Dr. Pooja Singhal
BTEC-304-18 Network Theory (NT)	4	Ms. Richa Mehta
HSMC-101-18 Foundation Course in Humanities-Development of Societies (FCH-DOS)	3	Ms. Pratibha
BTEC-311-18 Electronic Devices Laboratory (ED LAB)	1	Ms. Malika Arora
BTEC-312-18 Digital System Design Laboratory (DSD LAB)	1	Dr. Sajjan Singh
BMPD-331-18 Mentoring & Professional Development	NC	Malika Arora

Malika
Time- Table Incharge

HOD ECE

10/11/21

Vd
Dr. Vinod Kumar
Director
Chandigarh Engineering College
Jhanjeri, Mohali

Raj
9/11/2021
Director Engg

CC : Ms. Sonia Bhukra (Group A) / Mr. Taranjit Singh (Group B)

DAY	TIMINGS							
	I	II	III	IV	V	VI	VII	VIII
	9:30-10:10	10:20-11:00	11:10-11:50	12:00-12:40	12:50-1:30	1:30-2:00	2:00-2:40	2:50-3:30
Monday	AC (L) Ms. Mallika Arora	SAS (L) Dr. Sarabpreet Kaur	DSA (L) Ms. Sumanpreet Kaur CSE Faculty	MPMC (L) Ms. Sonia Bhukra	UHV-2 (L) Mr. Taranjit Singh	B R E A K	AC (LAB) Ms. Mallika Arora	Project Work
Tuesday	AC (L) Ms. Mallika Arora	SAS (L) Dr. Sarabpreet Kaur	DSA (L) Ms. Sumanpreet Kaur CSE Faculty	MPMC (L) Ms. Sonia Bhukra	TPP		EVS (L) Ms. Sonia Bhukra	UHV-2 (L) Mr. Taranjit Singh
Wednesday	AC (L) Ms. Mallika Arora	MPMC (L) Dr. Rajneesh Talwar / Ms. Sonia Bhukra	DSA (L) Ms. Sumanpreet Kaur CSE Faculty	TPP	UHV-2 (L) Mr. Taranjit Singh		EVS (L) Ms. Sonia Bhukra	Project Work
Thursday	SAS (L) Dr. Sarabpreet Kaur	MPMC (L) Ms. Sonia Bhukra	DSA (L) Ms. Sumanpreet Kaur CSE Faculty	TPP	TPP		EVS (L) Ms. Sonia Bhukra	Project Work
Friday	SAS (L) Dr. Sarabpreet Kaur	EVS (L) Ms. Sonia Bhukra	AC (L) Ms. Mallika Arora	TPP	UHV-2 (L) Mr. Taranjit Singh		MPMC (LAB) Ms. Sonia Bhukra	Mentoring (L) Mr. Taranjit Singh

Subject Name with Code	Credits	Teacher's Name
BTEC-401-18 Analog Circuits (AC)	4	Ms. Mallika Arora
BTEC-402-18 Microprocessor & Microcontroller (MPMC)	3	Dr. Rajneesh Talwar / Ms. Sonia Bhukra
BTEC-403-18 Signal & System (SAS)	4	Dr. Sarabpreet Kaur
HSMC122-18 Universal Human Values-2: Understanding Harmony (UHV-2)	3	S. Taranjit Singh
EVS-101-18 Mandatory course- Environmental Sciences (EVS)	NC	Ms. Sonia Bhukra
BTCS-301-18 Data Structures & Algorithms (DSA)	3	Ms. Sumanpreet Kaur
BTEC-411-18 Analog Circuits Laboratory	1	Ms. Mallika Arora
BTEC-412-18 Microprocessor & Microcontroller Laboratory	1	Ms. Sonia Bhukra
BMPD-341-18 Mentoring & Professional Development	NC	S. Taranjit Singh

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Time-Table Incharge

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[Signature]
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Jhanjeri, Mohali

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Department of Electronics & Communication Engineering

TIME TABLE (Jul-Dec 2021) B.Tech. (ECE) SEM 7th (ONLINE)

Date: 25/10/2021

Dr. Sarabpreet Kaur (Group B) / Ms. Richa Mehta (Group A)

DAY	TIMINGS								
	I 9:30-10:20	II 10:20-11:10	III 11:10-12:00	IV 12:00-12:50	V 12:50-1:35	VI 1:35-2:20	VII 2:20-3:05	VIII 3:05-3:50	IX 3:50-4:35
Monday	PE4: ICT Group Artificial Intelligence (L) Dr. Sarabpreet kaur & S/W Group: Soft Computing (L)- Ms. Sakshi 322	OOP (L) Ms. Sonia	DBMS (L) Ms. Jasmeet Kaur	PE5: ICT Group Ms. Rimanpal & AIML (L)- Ms. Komal 322	B R E A K	Project Work: LAB 322	PE3: ICT Group IOT & CC (L) Ms. Sakshi & S/W Group: Python Programming (L)- Ms. Komal 322	Essence of Indian Traditional Knowledge (L) Ms. Manbir Kaur	Indian Constitution (L)
Tuesday	TPP- Competative Program			PE5: ICT Group Ms. Rimanpal & AIML (L)- Ms. Komal 322		OOP (L) Ms. Sonia	PE3: ICT Group IOT & CC (Lab) Ms. Sakshi (320) & S/W Group: Python Programming (Lab)- 330 Ms. Komal	Project LAB-II Ms. Richa Mehta / Dr. Sarabpreet kaur 322	Indian Constitution (L)
Wednesday	PE4: ICT Group Artificial Intelligence (L) Dr. Sarabpreet kaur & S/W Group: Soft Computing (L)- Ms. Sakshi 322	PE3: ICT Group IOT & CC (L) Ms. Sakshi & S/W Group: Python Programming)- Ms. Komal 322	OOP (L) Ms. Sonia	PE5: ICT Group Ms. Rimanpal & AIML (L)- Ms. Komal 322		Indian Constitution (L)	Essence of Indian Traditional Knowledge (L) Ms. Manbir Kaur	PROJECT WORK	PE3: ICT Group IOT & CC (L) Ms. Sakshi & S/W Group: Python Programming (L)- Ms. Komal 322
Thursday	TPP- Verbal	PE5: ICT Group Big Data (L) Ms. Rimanpal & S/W Group: AIML (L)- Ms. Komal 322	DBMS (L) Ms. Jasmeet Kaur	TPP- Quant		OOP (L) Ms. Sonia	Project LAB -II Mr. Vikrant Verma 322	PE4: ICT Group Artificial Intelligence (L) Dr. Sarabpreet kaur & S/W Group: Soft Computing (L)- Ms. Sakshi 322	TPP- Reasoning
Friday	DBMS (L) Ms. Jasmeet Kaur	PE3: ICT Group IOT & CC (Lab) Ms. Sakshi (320) & S/W Group: Python Programming (Lab)- 330 Ms. Komal	OOP : 319 Ms. Sonia	Essence of Indian Traditional Knowledge (L) Ms. Manbir Kaur		DBMS : 319 Ms. Jasmeet Kaur	PE4: ICT Group Artificial Intelligence (L) Dr. Sarabpreet kaur & S/W Group: Soft Computing (L)- Ms. Sakshi 322	PE3: ICT Group IOT & CC (L) Ms. Sakshi & S/W Group: Python Programming)- Ms. Komal 322	TPP- Soft Skills

Subject Name with Code	Credits	Teacher's Name
C-907A-18 (ICT) PE-3 IOT & Cloud Computing	3	Ms. Sakshi
C-908A-18 (ICT) PE-4 Artificial Intelligence	3	Dr. Sarabpreet Kaur
C-909D-18 (ICT) PE-5 Introduction to Big Data	3	Ms. Rimanpal kaur
C-907D-18 (S/W) PE-3 Python Programming	3	Ms. Komal
C-908D-18 (S/W) PE-4 Soft Computing	3	Ms. Sakshi
C-909D-18 (S/W) PE-5 Artificial Intelligence & Machine Learning (AIML)	3	Ms. Komal
S-302-18 OOP	3	Sonia Sharma
S-501-18 Database management System (DBMS)	3	Jasmeet Kaur
IC-101-18 Indian Constitution-Mandatory Course	NC	Adv. Babita
C-102-18 Essence of Indian Traditional Knowledge-Mandatory Course	NC	Ms. Manbir Kaur
C-731-18 Project-II & Report	6	Mr. Vikrant, Dr. Sarabpreet Kaur & Ms. Richa Mehta
D-371-18 Mentoring and Professional Development	NC	Dr. Sarabpreet Kaur

Malika
Table Incharge

HOD ECE

[Signature]
10/11/21

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9/11/21
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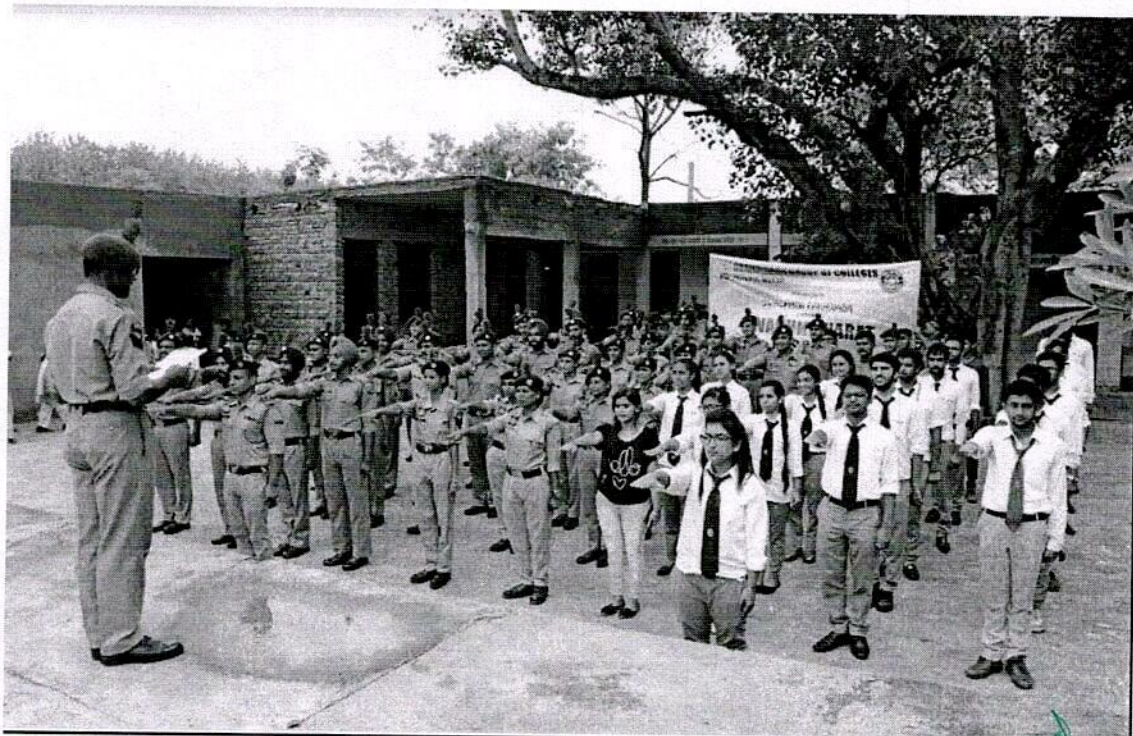
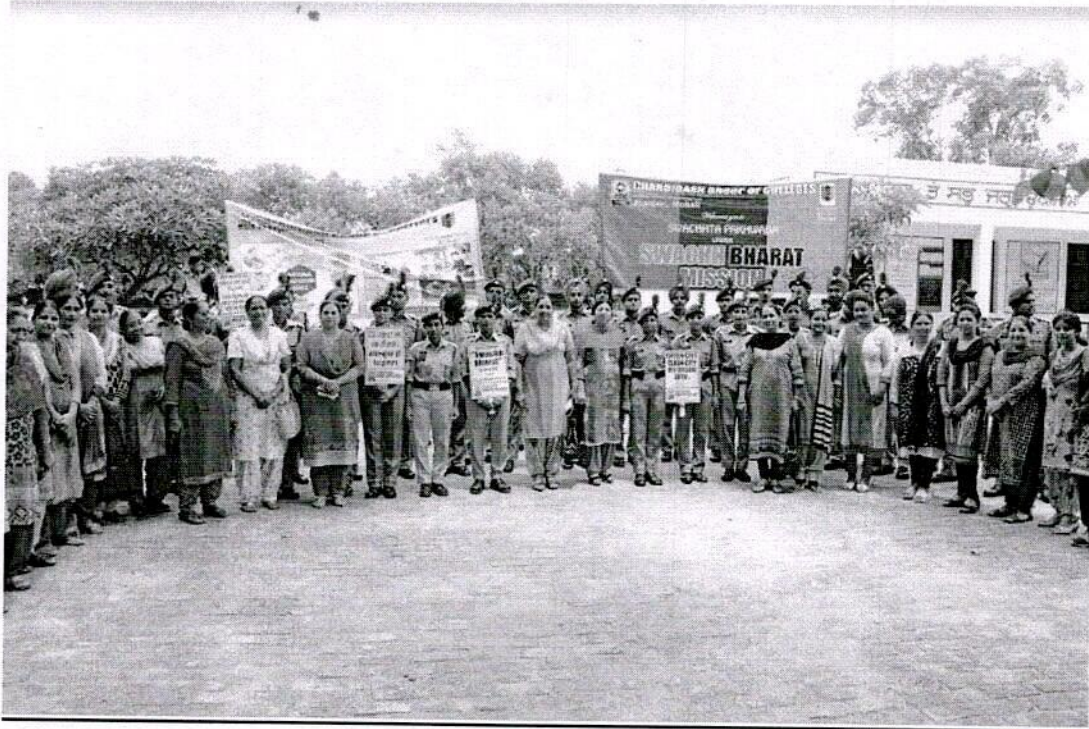
Sr. No.	Name of Event	Date of Event
1	Cleaning Drive of Civil Hospital	27-Sep-18
2	Tree Plantation	15-Feb-19
3	Say No to Plastic	18-Feb-19
4	Plastic free planet	24-Oct-19
5	Awareness rally on corruption free India	24-Oct-19
6	Blood Donation Camp	30-Jan-20
7	Kill Pollution	4-Dec-19
8	The poster making competition on National Pollution Control Day	3-Dec-20
9	Tree Plantation	15-Feb-19
10	National Girls Child Day	22-Jan-21
11	International Women Day	5-Mar-21


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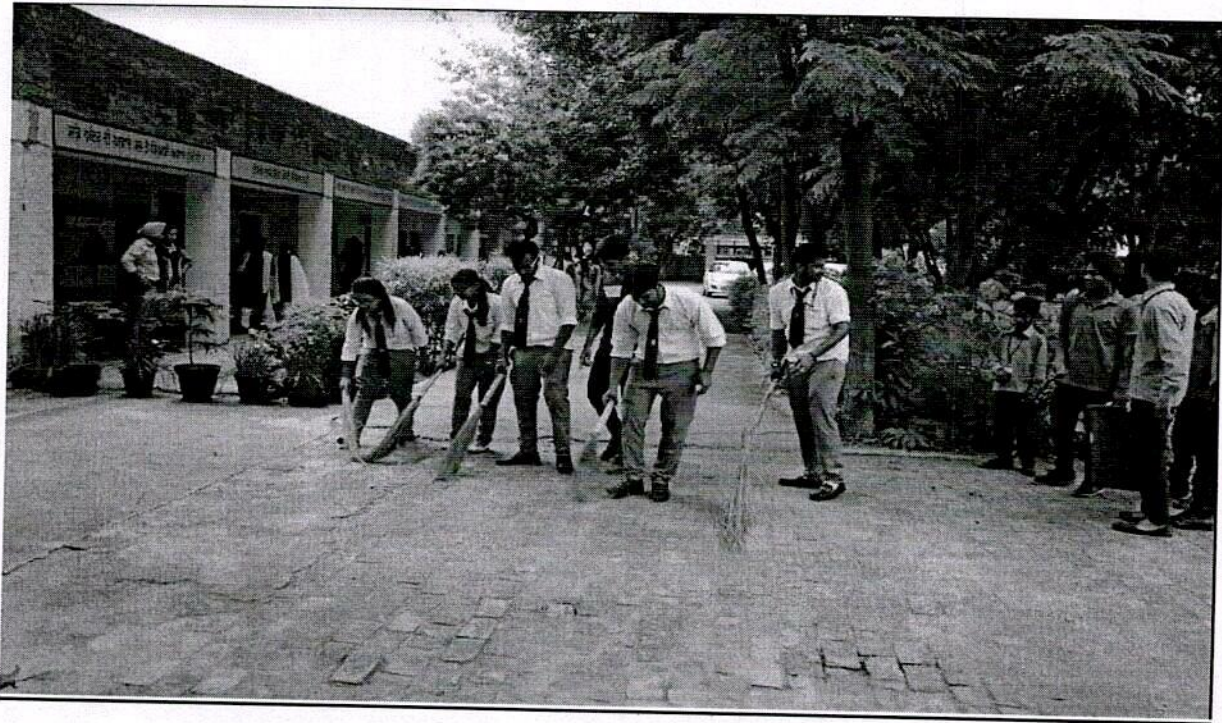
Swachh Bharat Mission 2016



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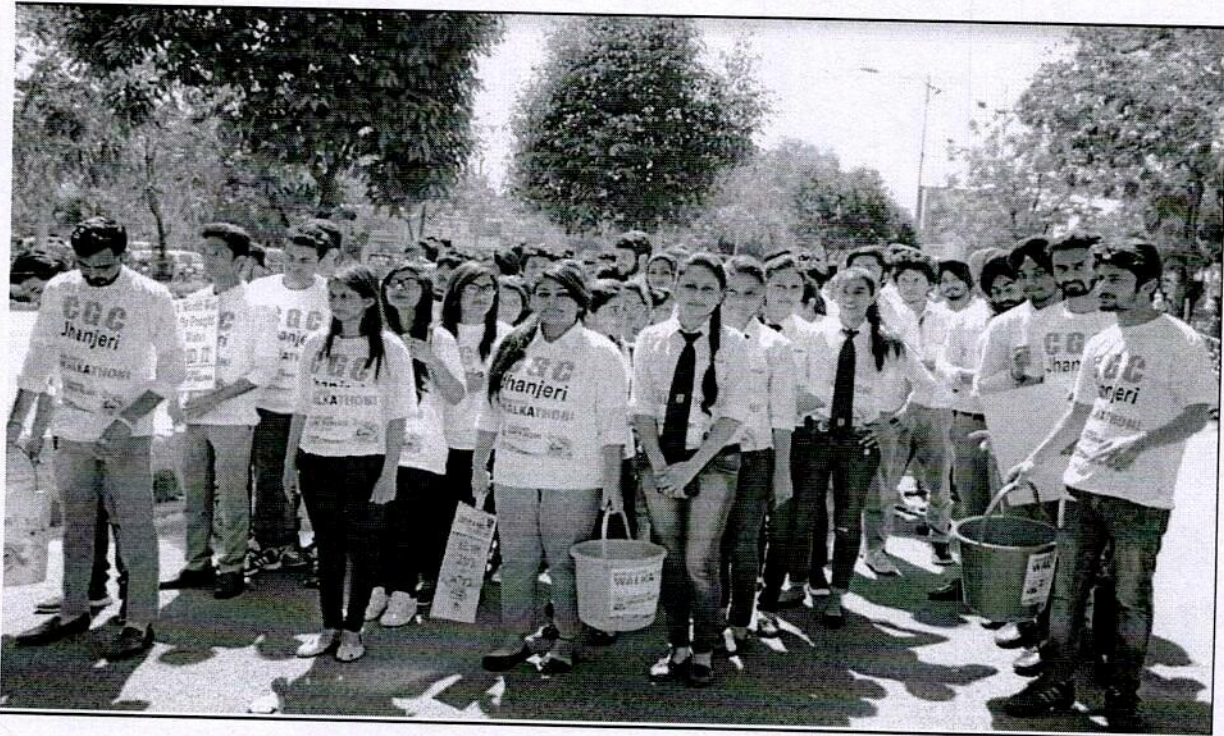


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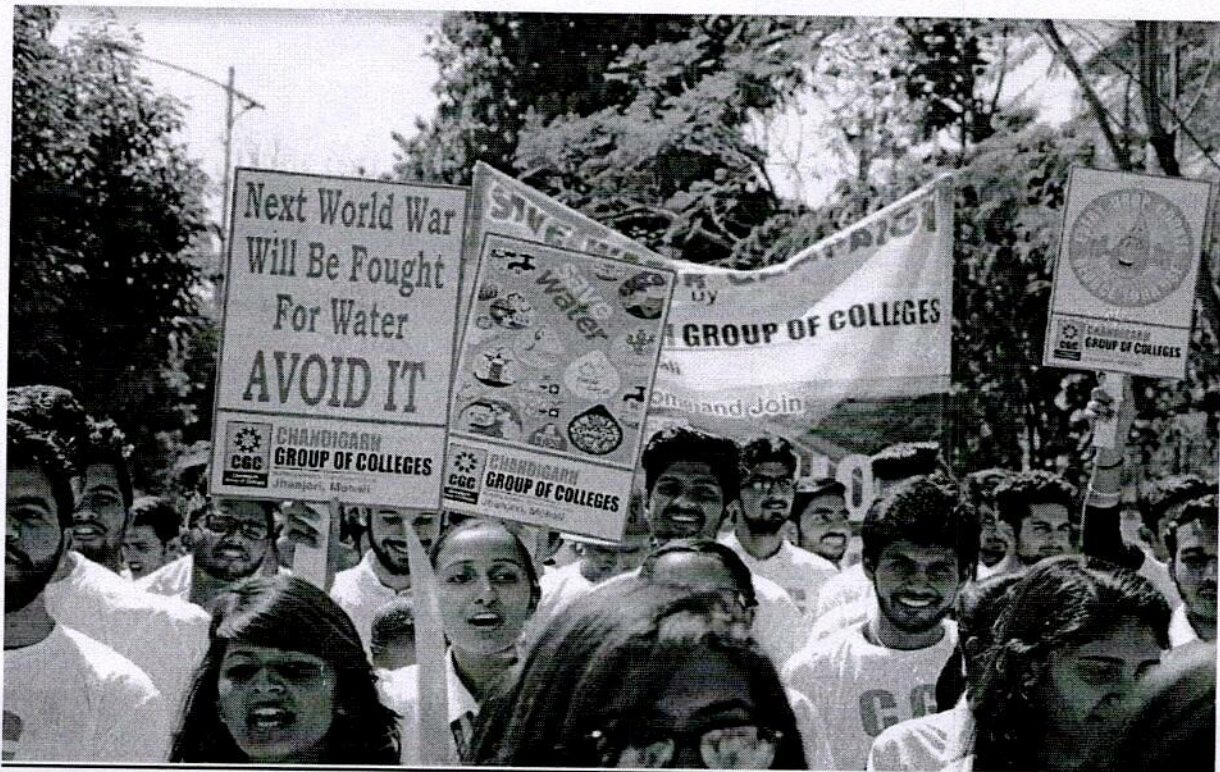
World Water Walkathon (2016)



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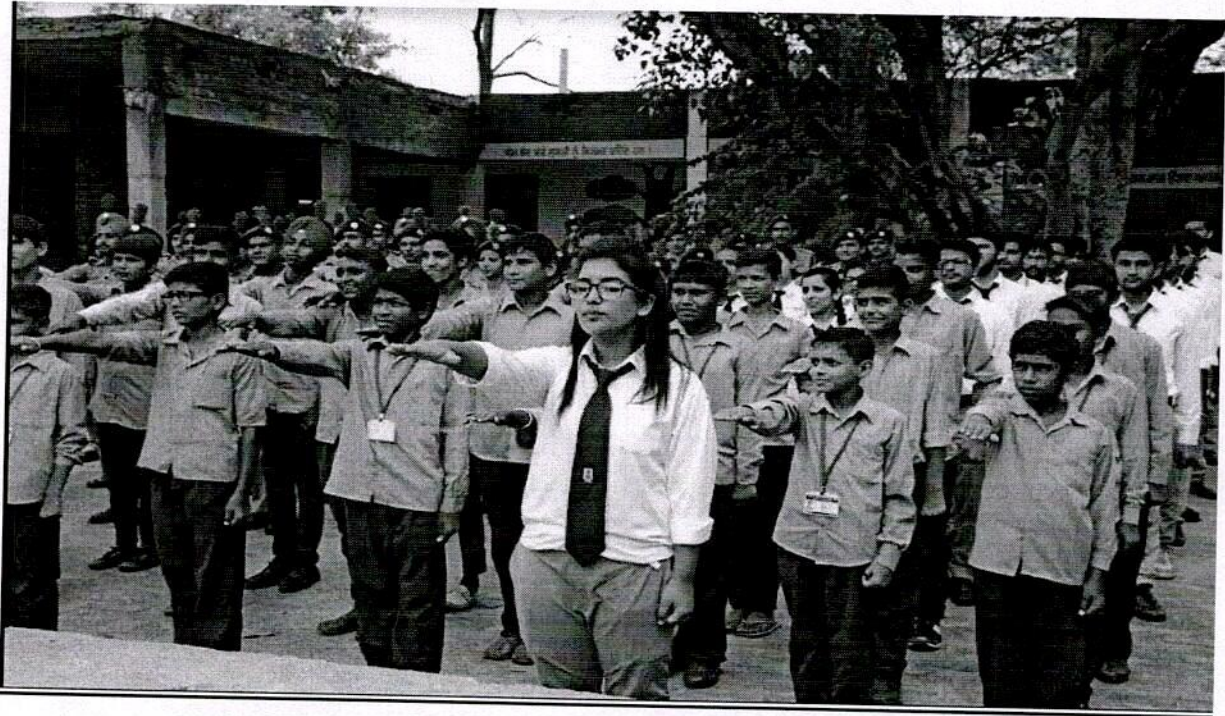
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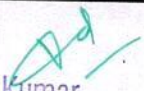


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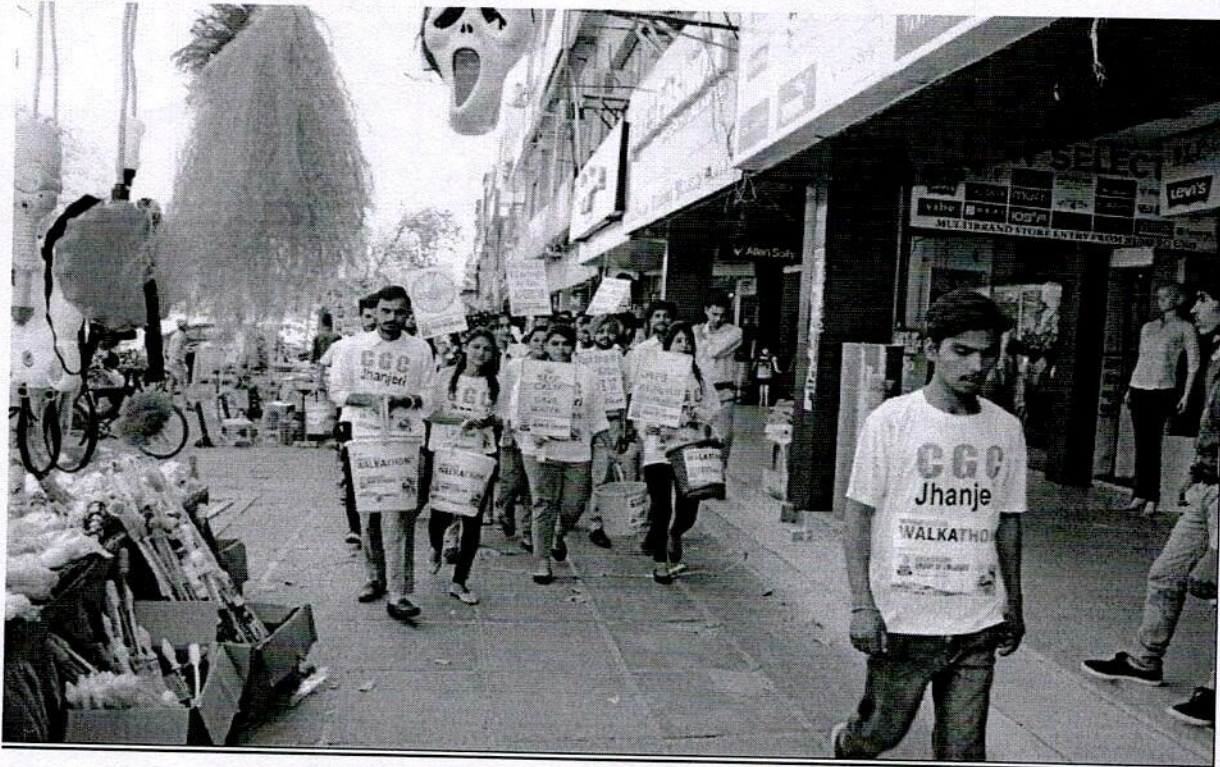
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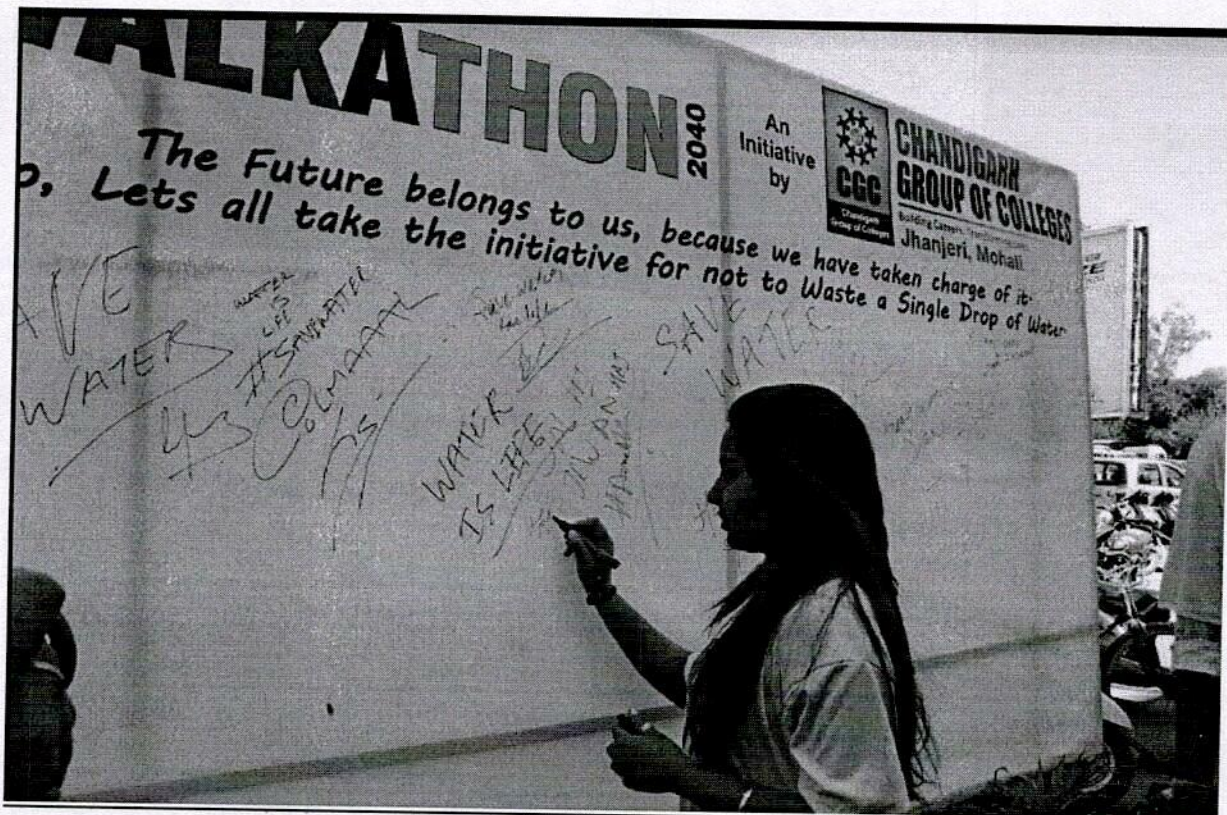
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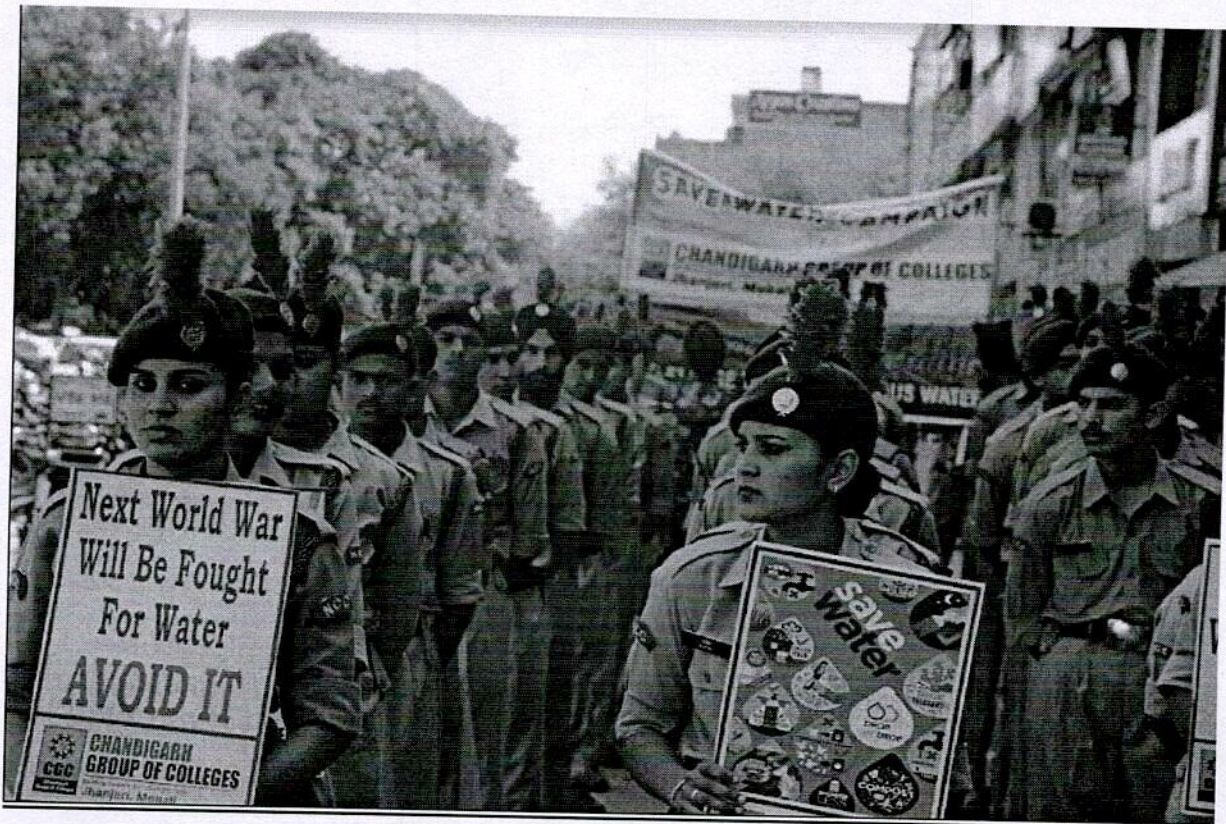
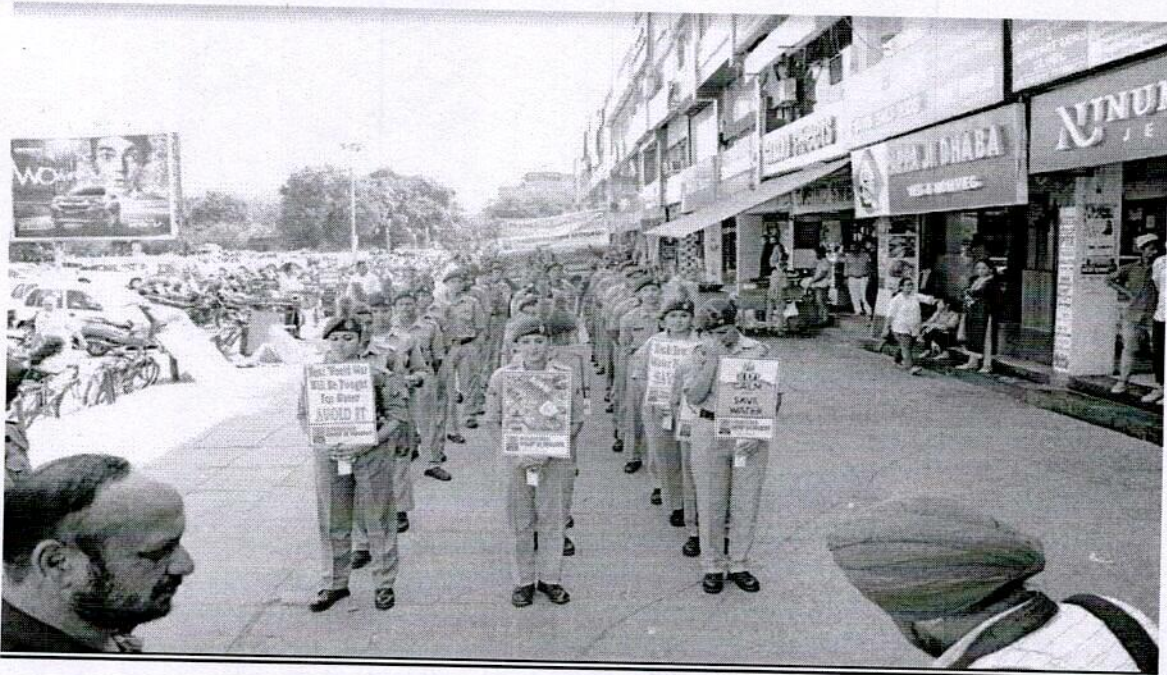


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Save Water Campaign(2017)



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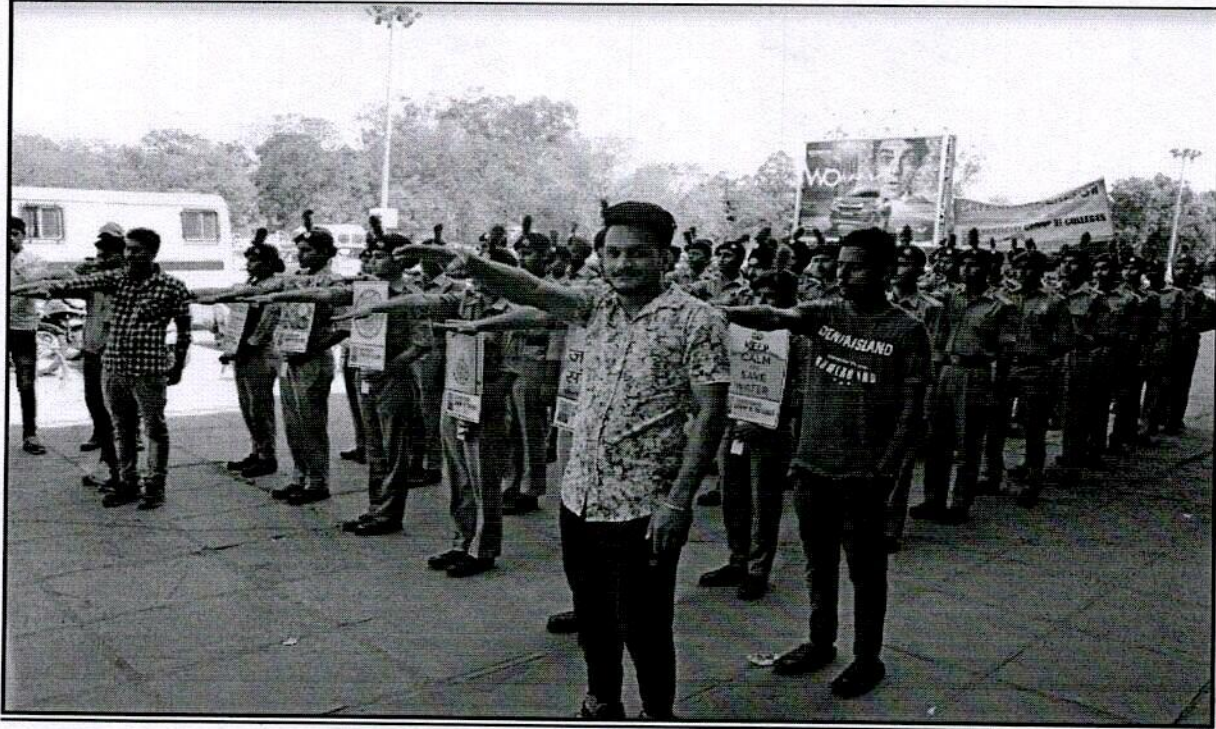
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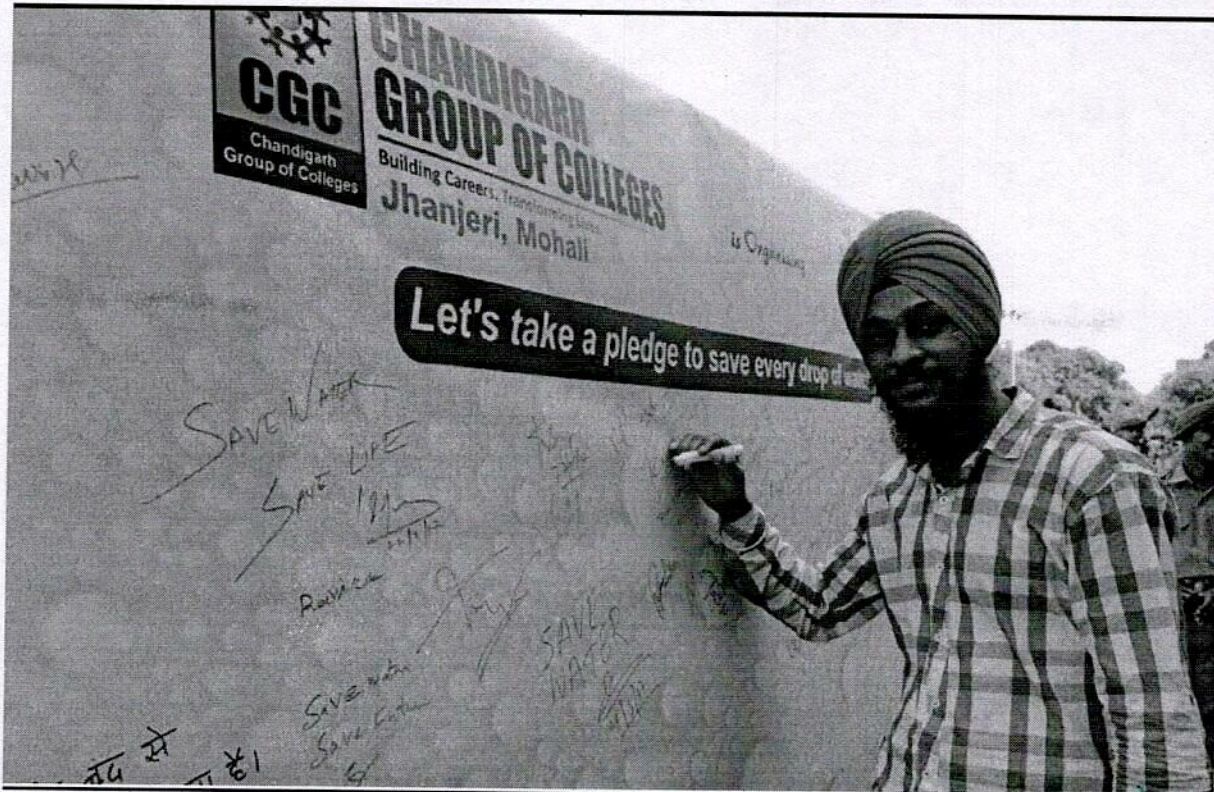
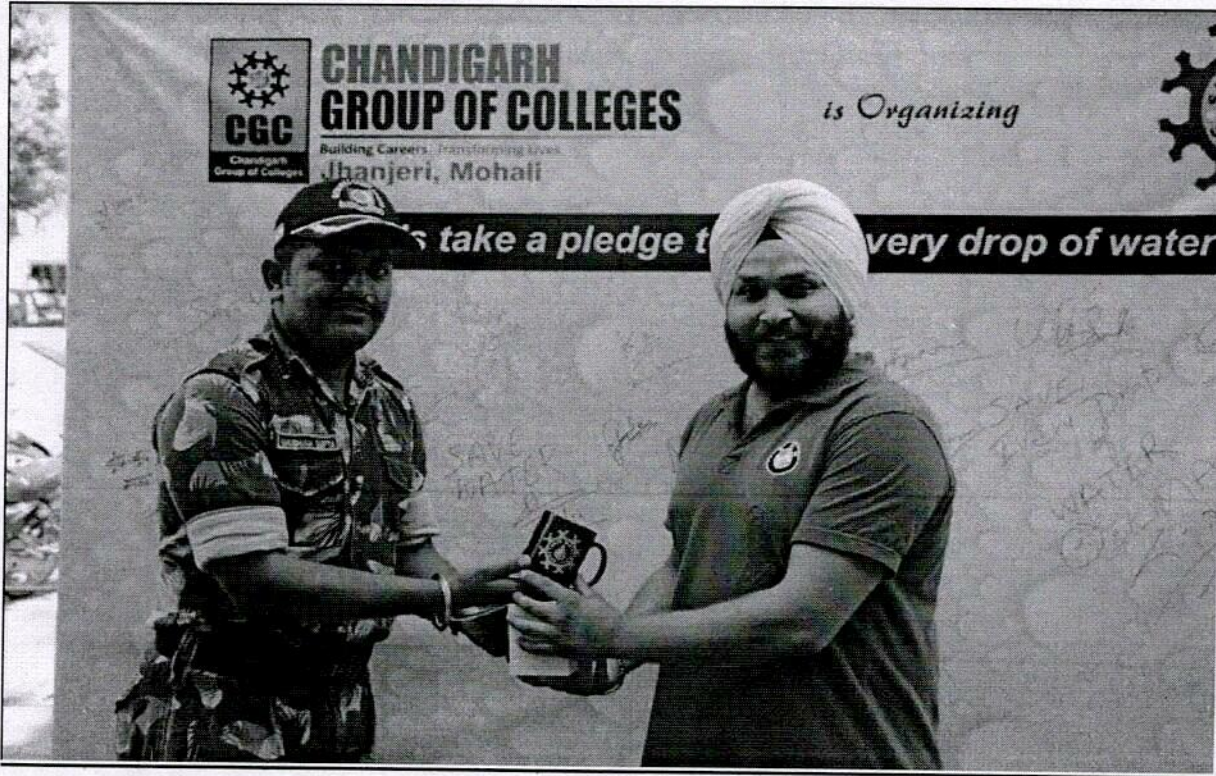
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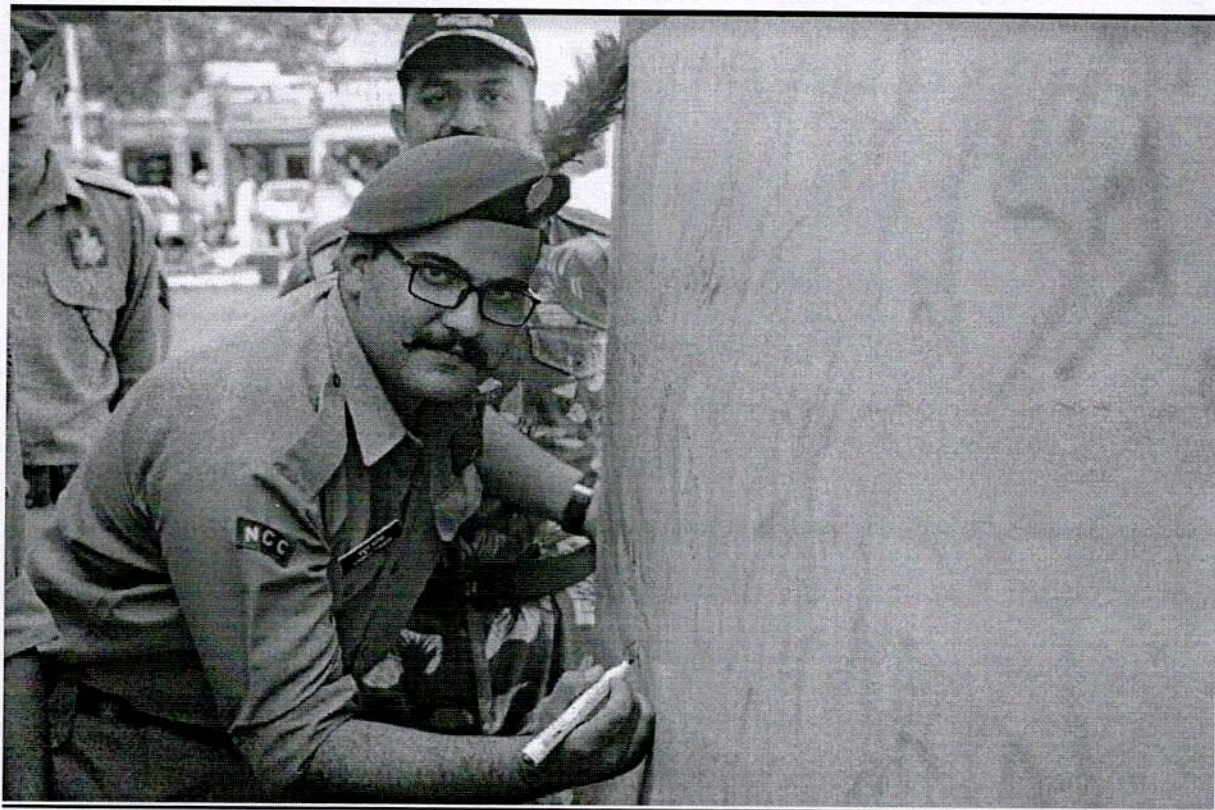
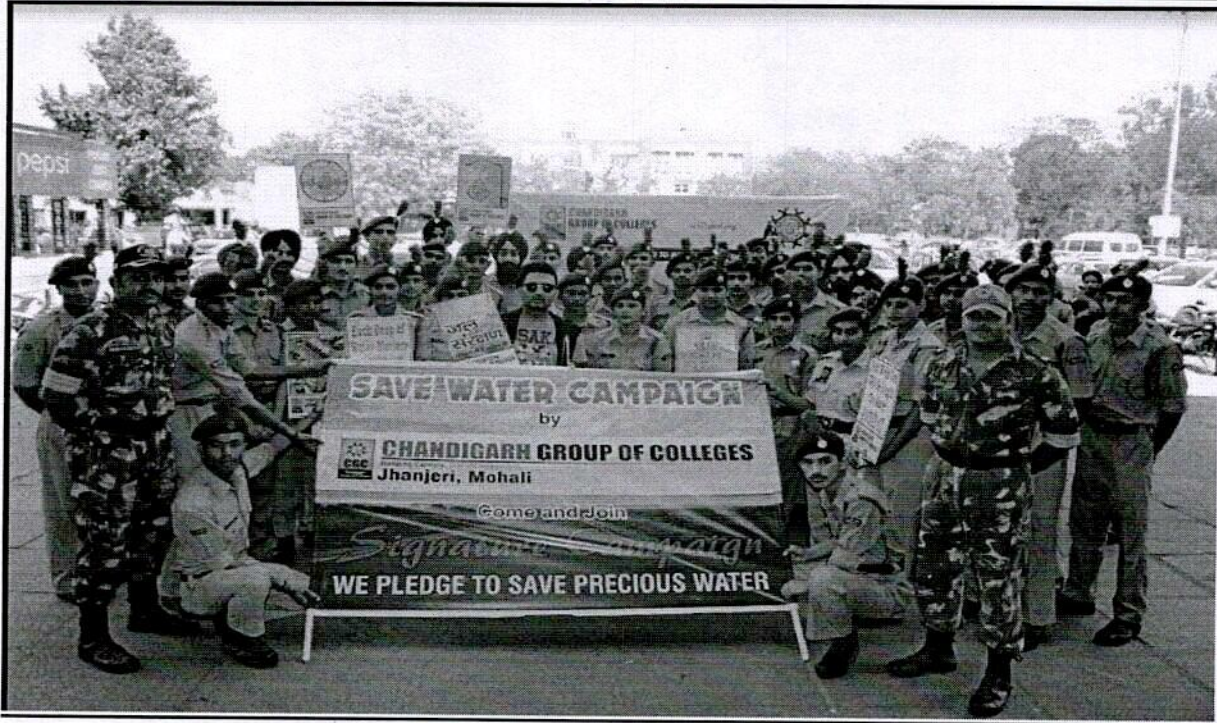
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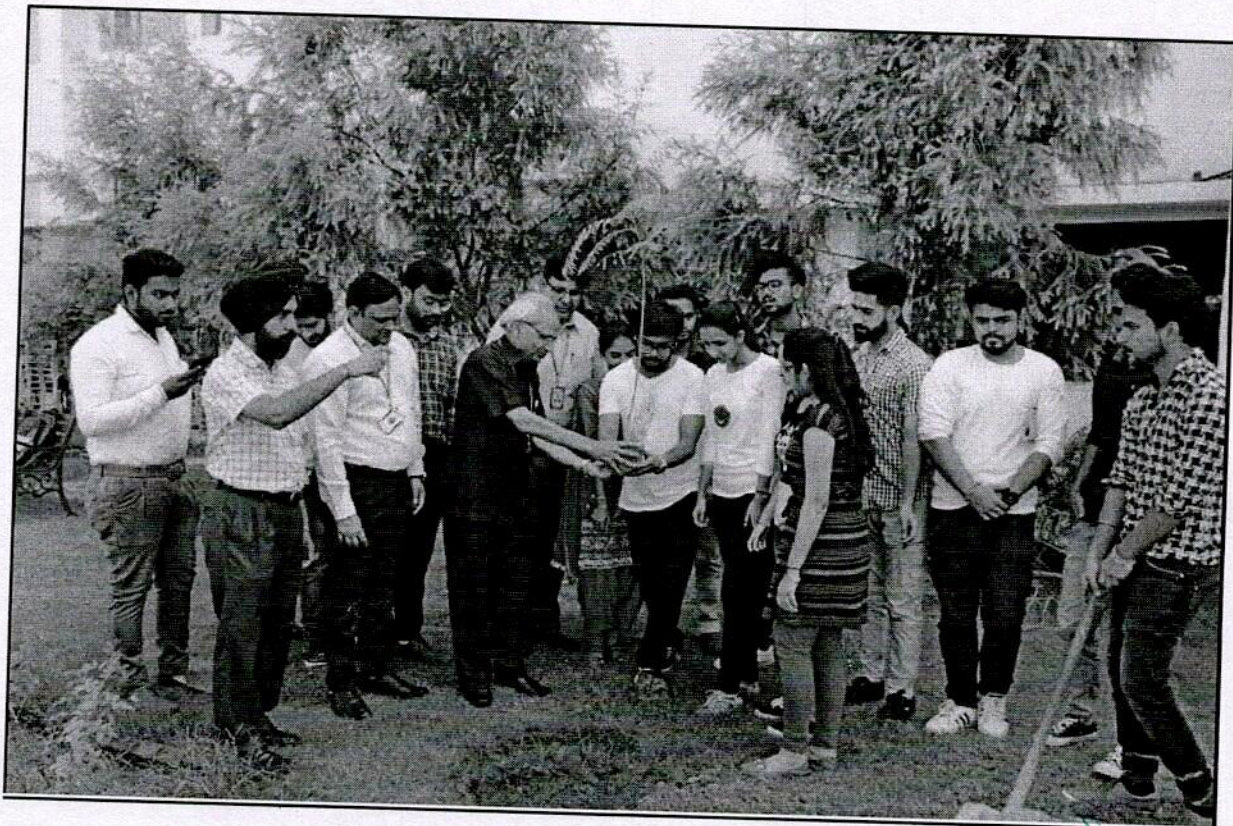



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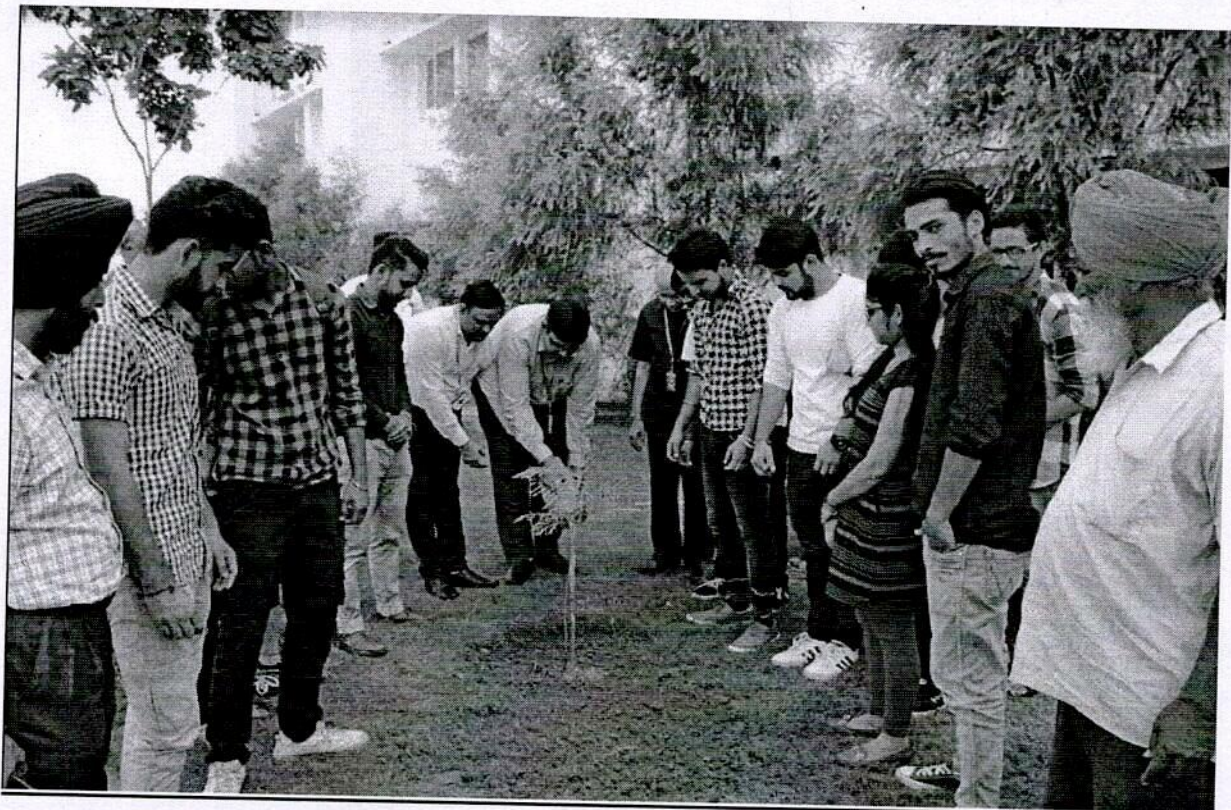
Tree Plantation(2017)



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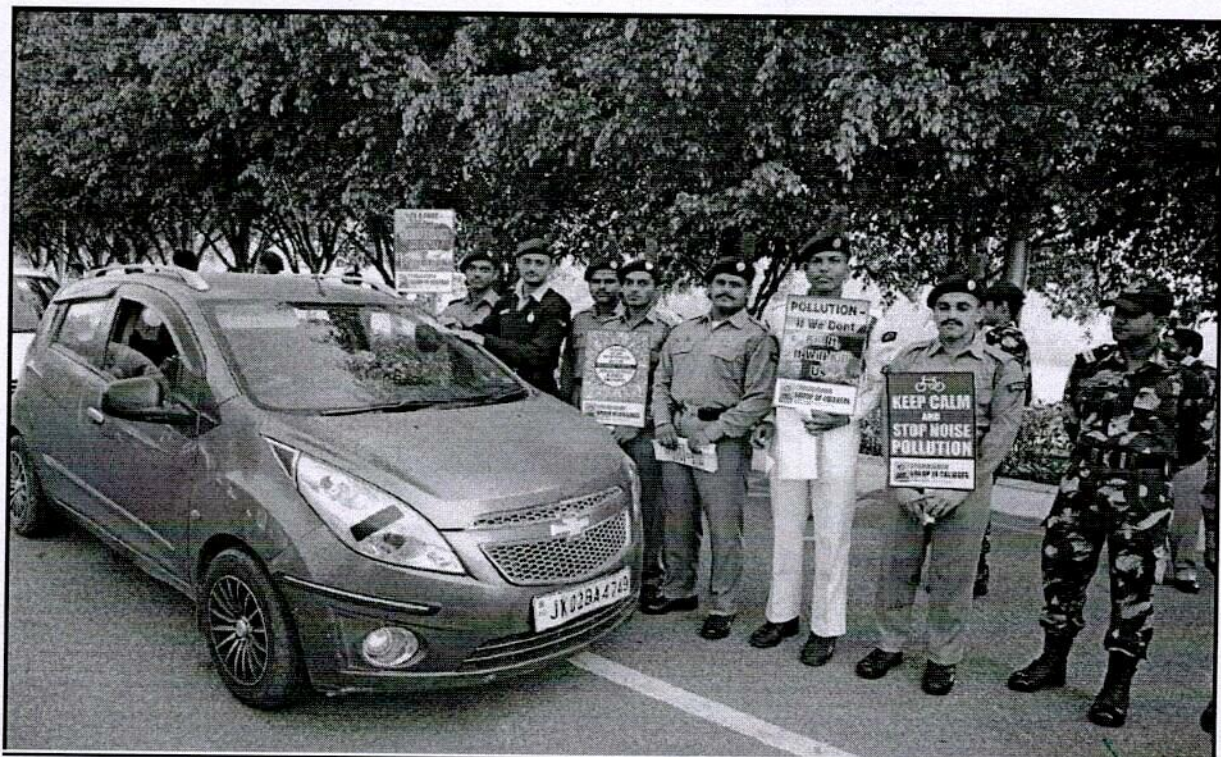


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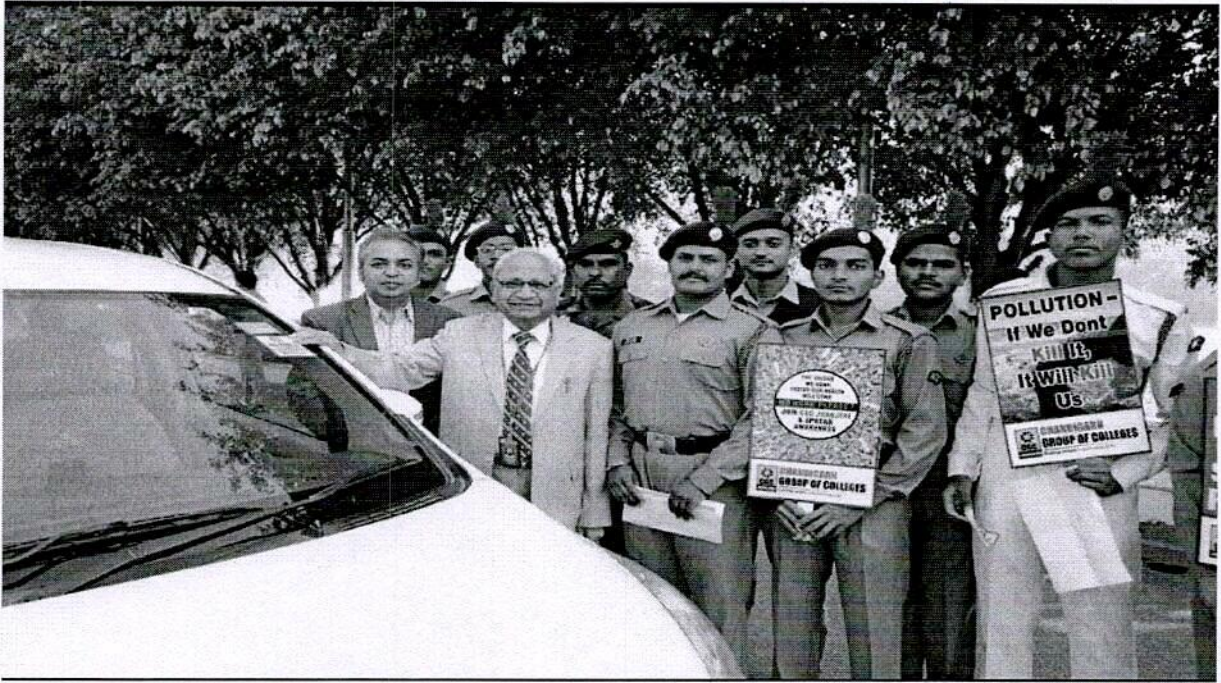
Kill Pollution Event



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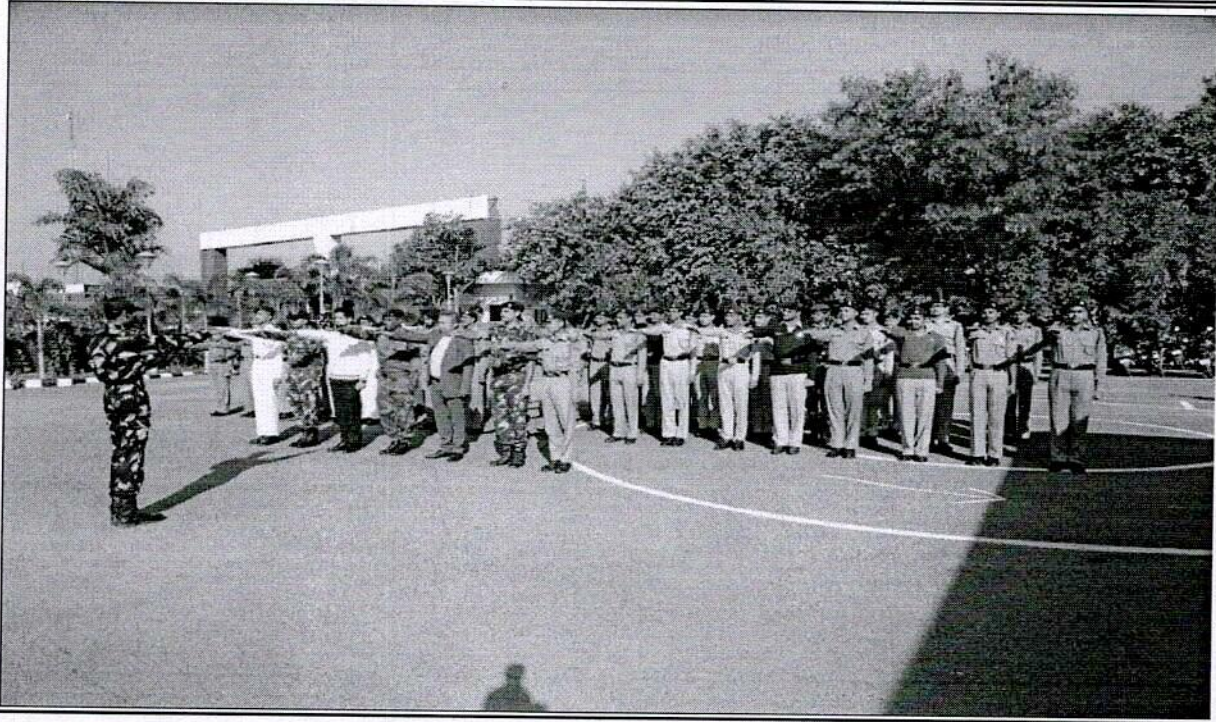
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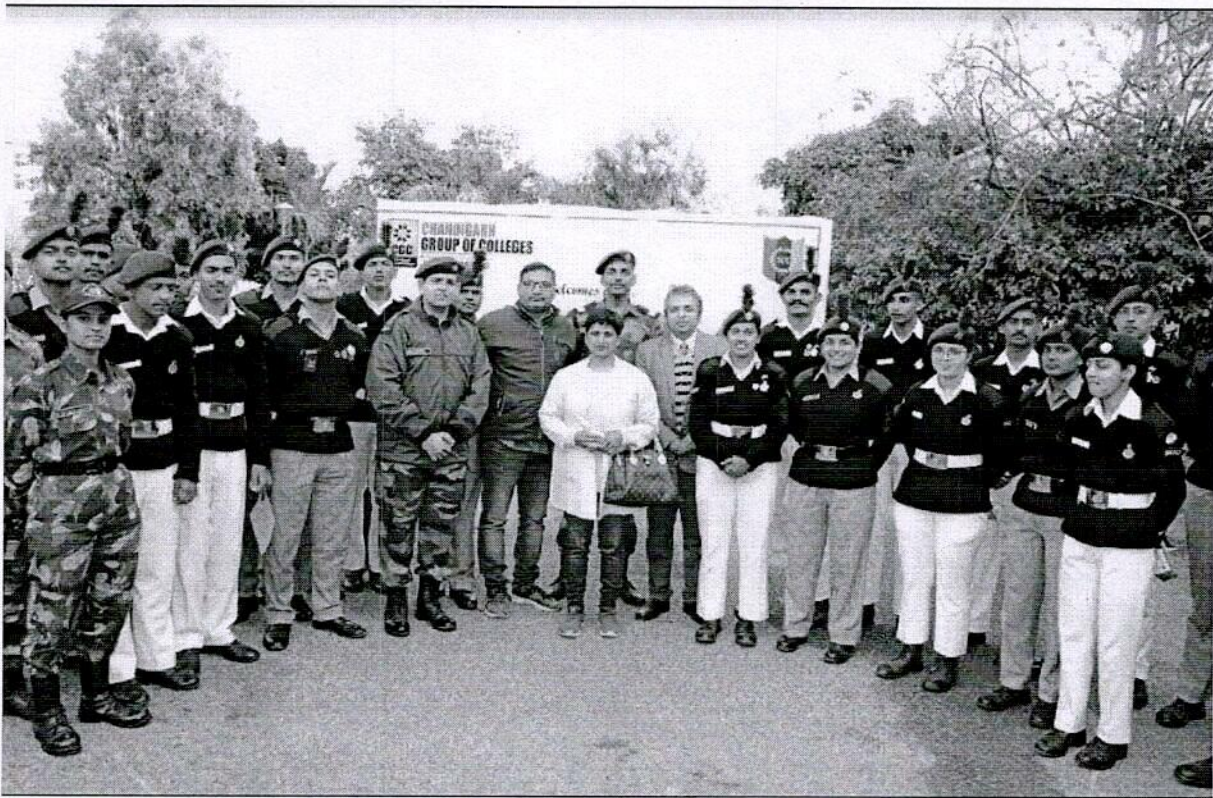
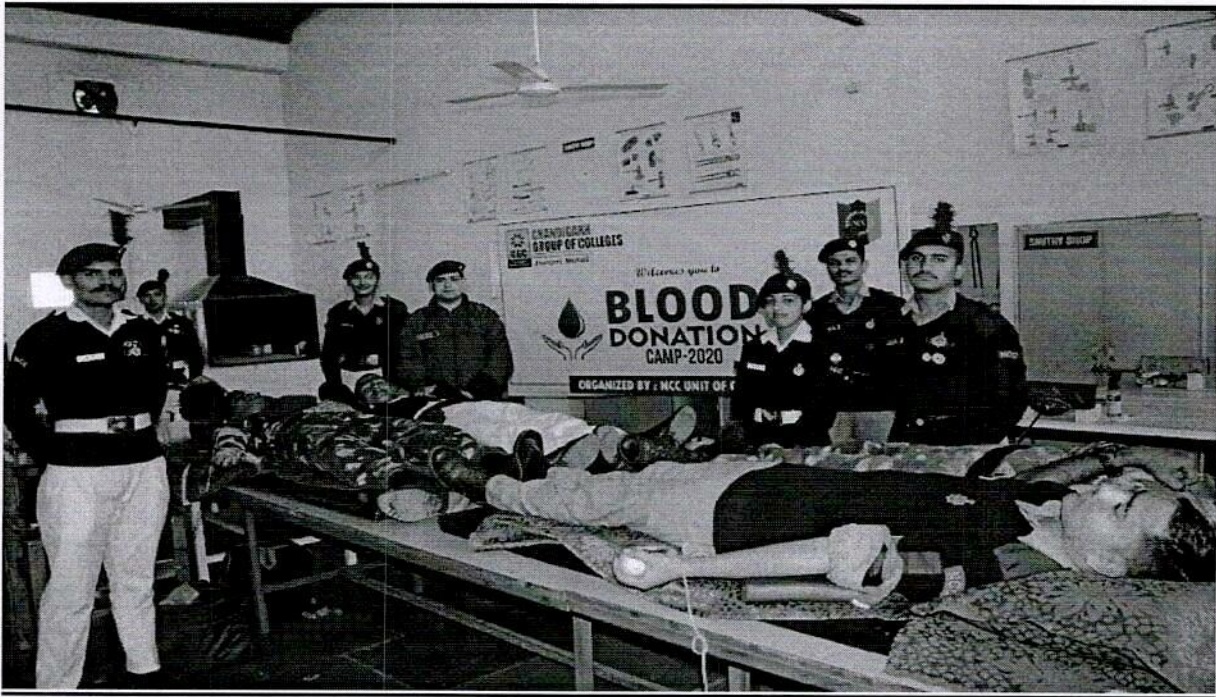


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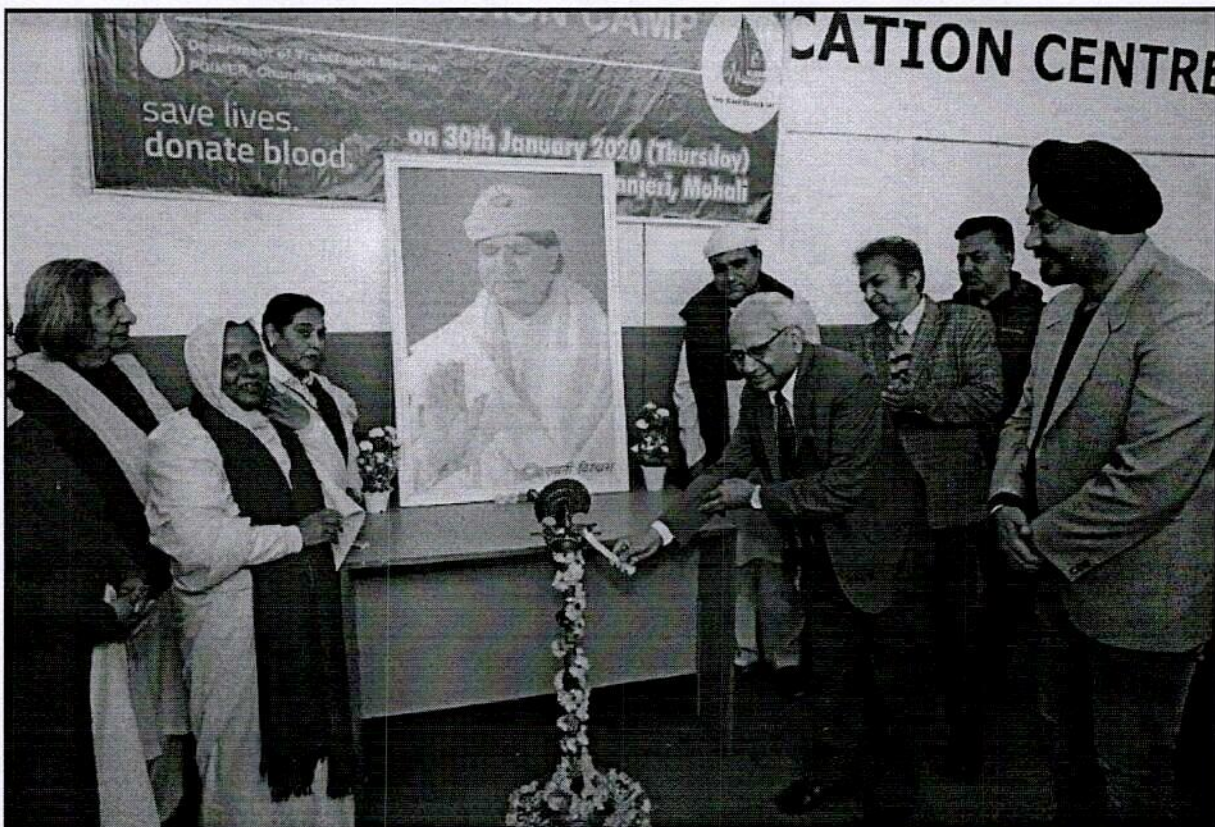
Blood Donation Camp



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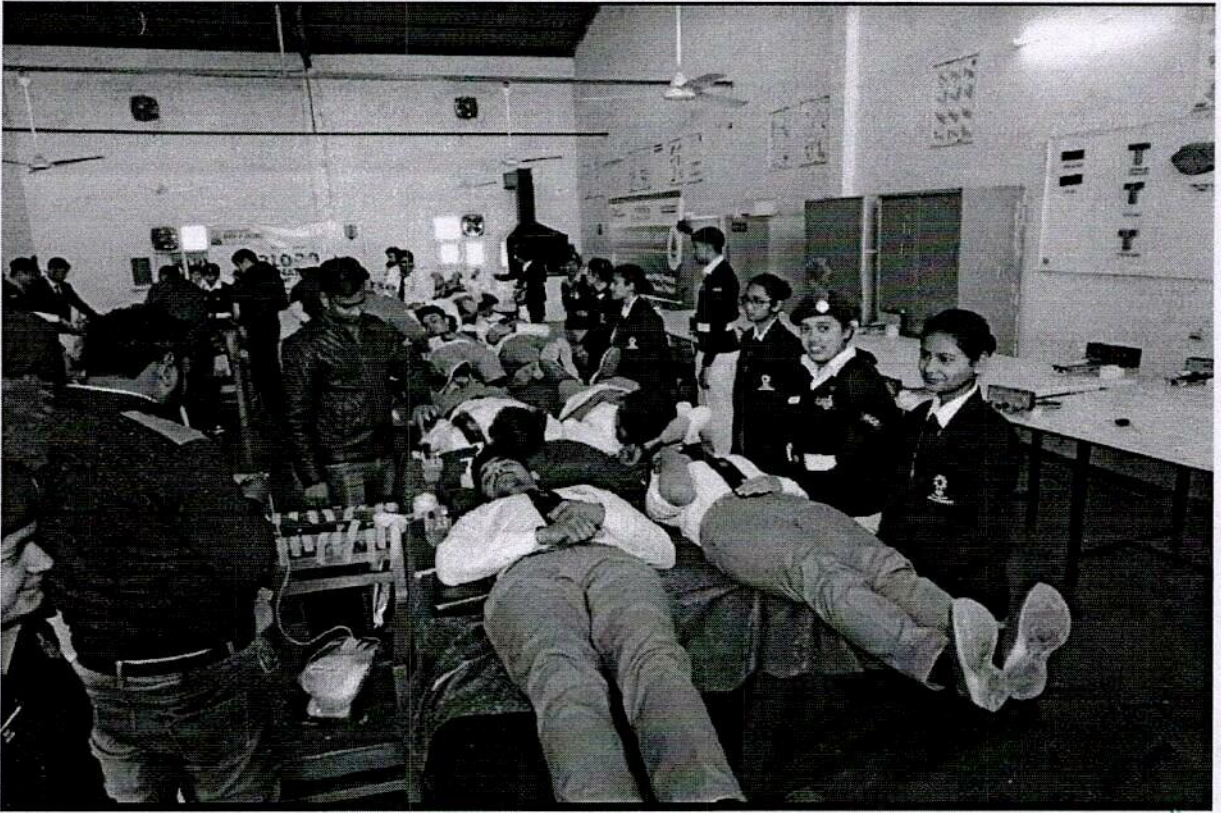
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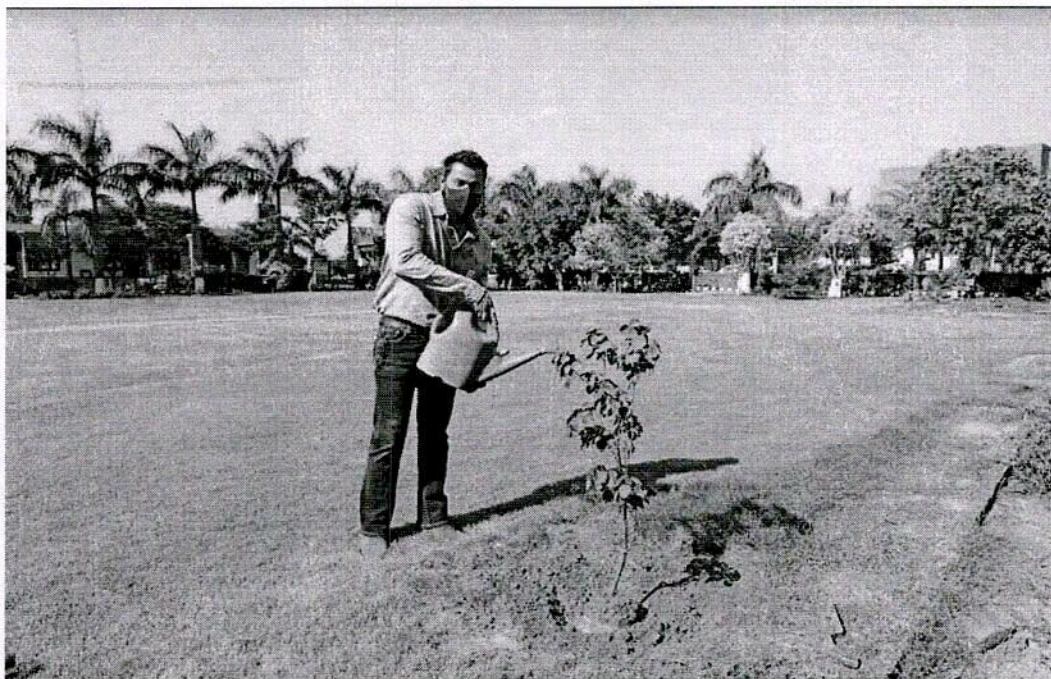


Ved
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(Tree Plantation 2021)

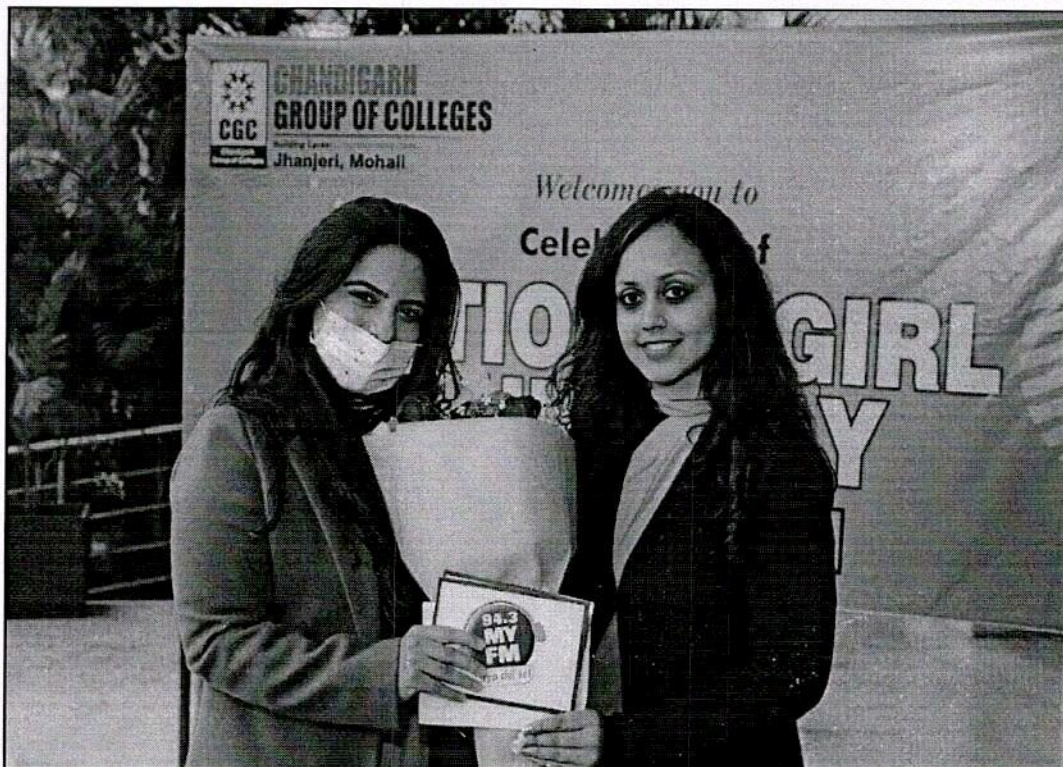


VK
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(National Girl Child Day 2021)



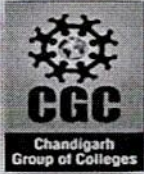
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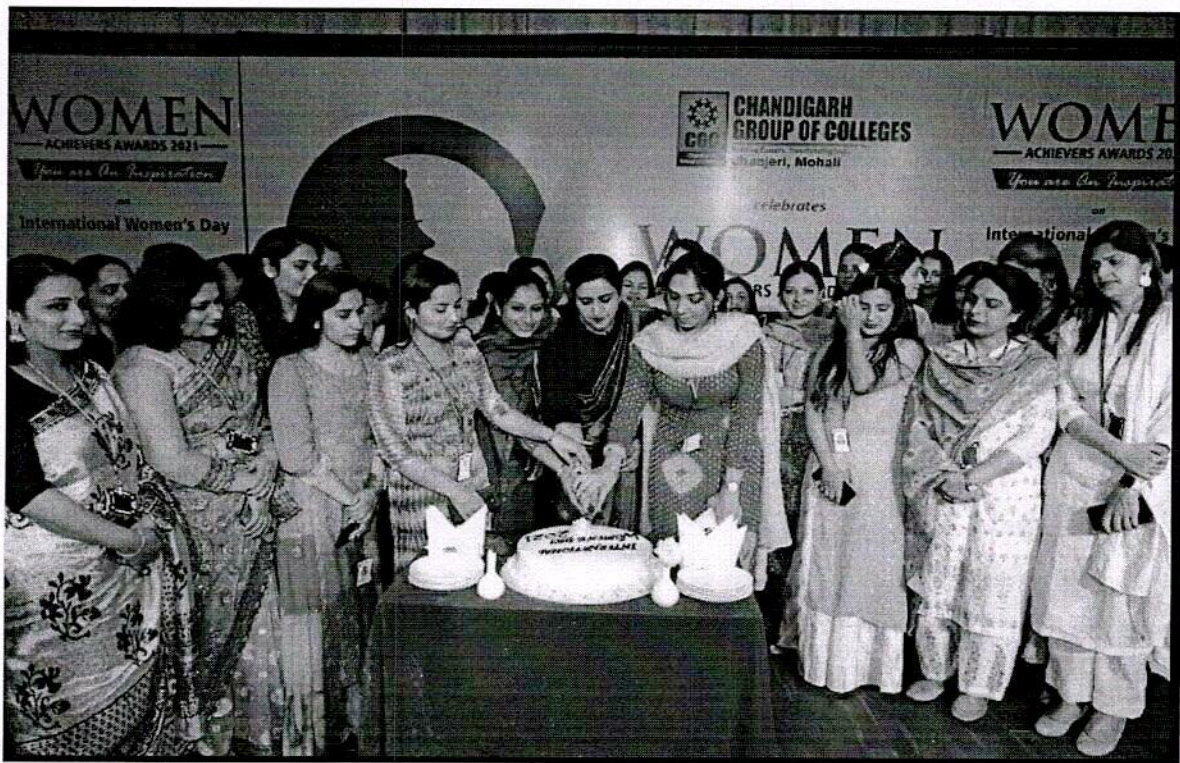
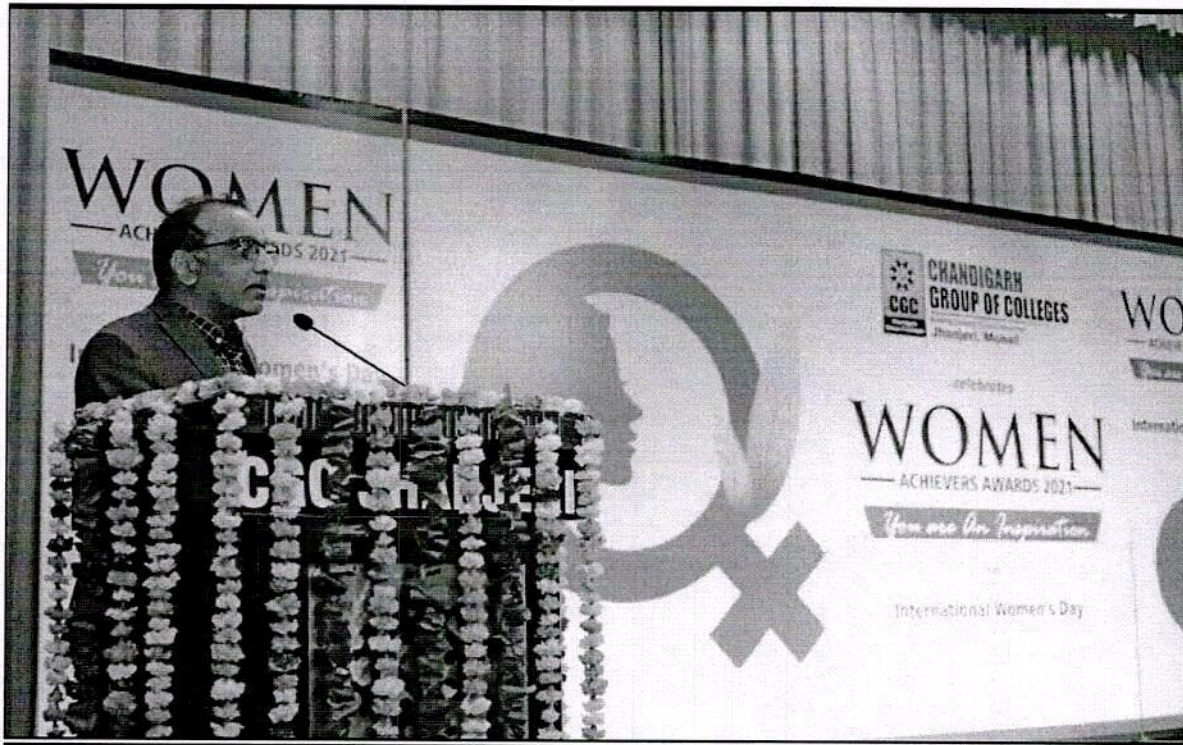


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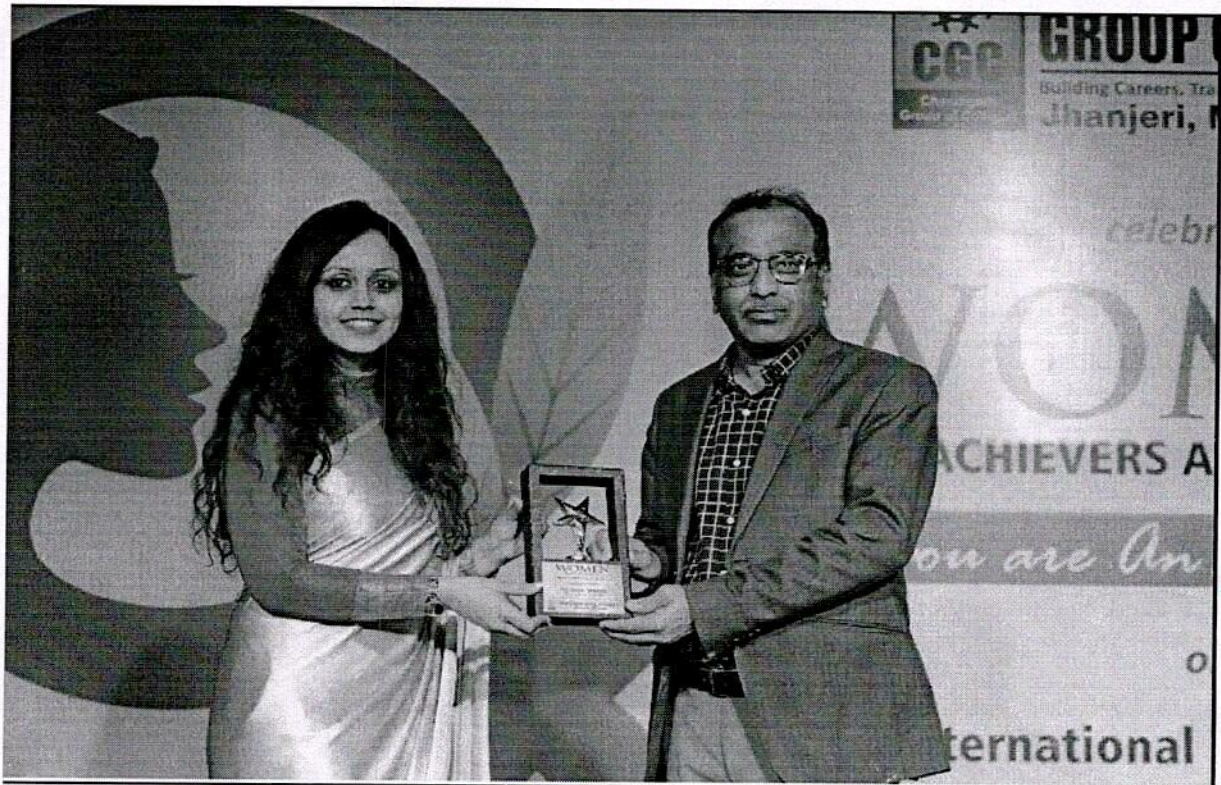
International Women's Day(2021)



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