



APEX SDG

*District Eco-SDG Championship 2023  
Higher Education Institution  
Report*



**<KG REDDY COLLEGE OF ENGINEERING & TECHNOLOGY>**

**RANGA REDDY, TELANGANA**

**Date:14.09.2023**

**Institution/College Logo**



**KG REDDY**

College of Engineering  
& Technology

**AN AUTONOMOUS INSTITUTION**

To be filled by Faculty Coordinator and the student Self Help Clubs after completing the program.

Share the report to [apexsdgreports@gmail.com](mailto:apexsdgreports@gmail.com) and also submit it to your office or IQAC.

Help Desk: Whatsapp 7680978747; 9987572334

S.No	Particulars	Details
1.	District	RangaReddy
2.	State	Telangana
3.	Website	<a href="http://www.kgr.ac.in">www.kgr.ac.in</a>
4.	You tube Channel created for the activities purpose	<a href="https://www.instagram.com/p/CxaQV7tN8cJ/?igshid=NTc4MTIwNjQ2YQ==">https://www.instagram.com/p/CxaQV7tN8cJ/?igshid=NTc4MTIwNjQ2YQ==</a>
5.	Facebook Page created for the activities purpose	<a href="https://www.instagram.com/p/CxaQV7tN8cJ/?igshid=NTc4MTIwNjQ2YQ==">https://www.instagram.com/p/CxaQV7tN8cJ/?igshid=NTc4MTIwNjQ2YQ==</a>
6.	Name of the Institution/ College	KG Reddy College of Engineering & Technology
7.	Name of the Head of the Institution	Dr Y Vijayalata
<b>Designating a Faculty coordinator</b>		
8.	Name of the Faculty Coordinator 1	Penta Samyuktha
9.	Name of the Faculty Coordinator 2	Tuti sandhya
10.	Name of the Faculty Coordinator 3	CH Chandana
11.	Name of the Faculty Coordinator 4	D Srinivas
12.	Name of the Faculty Coordinator 5	Dr Madhulitha sundaray
13.	Name of the Faculty Coordinator 6	M Ratna Chary
14.	Name of the Faculty Coordinator 7	A Seshappa
15.	Name of the Faculty Coordinator 8	Mounika
16.	Name of the Faculty Coordinator 9	B Lingam
<b>Formation 5 Self Help Clubs with 4 to 5 Students in each club for Measuring, Monitoring, Managing</b>		
17.	Names of the Students in Self Help Club 1	ALAPATI HARI PRIYA, Arun goud, Venumula Varsitha, Komminni Uma Devi
18.	Names of the Students in Self Help Club 2	Pasam Tanusha, Swaroopa, Likitha, Jagadish
19.	Names of the Students in Self Help Club 3	Varsha Bobbili , Tadiboina charishma , Kumhari Dinesh kumar, Vudugula Likith Kumar
20.	Names of the Students in Self Help Club 4	Ankam Sai Gowtham, Sujoy Kodali, Preethika Bumpally, Banoor Nagasree
21.	Names of the Students in Self Help Club 5	Tharun, Jahnvi, P Keerthana Reddy

22. Paste the photo of the order/notice/circular issued for the policy adopted on “Beat the Plastic Pollution”

75 Azadi Ka Amrit Mahotsav

GREEN CONSTRUCTION CLUB

Meri LIFE

KG REDDY College of Engineering & Technology AN AUTONOMOUS INSTITUTION

CELEBRATING 15 YEARS OF BRILLIANCE

ORGANIZING ACTIVITIES ON THE OCCASION OF **WORLD ENVIRONMENT DAY**

Organized by The Department of Civil Engineering  
In Collaboration with National Service Scheme (NSS) & Green Construction Club (GCC)

31.05.2023 - 05.06.23 | KGR CET Campus



**ACTIVITIES:**

- 01 Awareness on Sustainable Practices, Save Energies and Say no to Single use Plastic
- 02 Utilizing agricultural residue, animal waste and dried leaves for making compost to be utilized as manure
- 03 Collection of Electronic Waste/ Plastic Waste
- 04 Save Water actions
- 05 Tree plantation

23. Paste the photos of Steel Glasses Jugs etc maintained at the institution/ College after removing plastic leaching bottles.





		 
24.	<b>Grand Total number of participants taken part in activities</b>	<b>228</b>
25.	<b>Total number of Activities conducted</b>	<b>10</b>
26.	<b>Total student strength of the Institution/College</b>	<b>1492</b>
27.	<b>How many National and International days did the institution/college followed practically in this year? – Mention the names of the days.</b>	31 days has been observed during A Y 2022-23 <ol style="list-style-type: none"> <li>i. World Cancer Day</li> <li>ii. National Science Day</li> <li>iii. International Women’s day</li> <li>iv. World water day</li> <li>v. World Environment day</li> <li>vi. Mother’s Day</li> <li>vii. World Blood donor day</li> <li>viii. NSS Day</li> <li>ix. Nano Technology Day</li> <li>x. World photograph day</li> <li>xi. INVICTA(Sports fest)</li> <li>xii. IKARUS(Technical fest)</li> <li>xiii. IGNUS(Cultural Fest)</li> <li>xiv. Teachers Day</li> </ol>



		<ul style="list-style-type: none"> <li>xv. Engineers day</li> <li>xvi. UN International day for Natural disaster reduction day</li> <li>xvii. Ekta diwas</li> <li>xviii. World student day</li> <li>xix. National pollution Day</li> <li>xx. National Energy Conservation Day</li> <li>xxi. National Education Day</li> <li>xxii. National Innovation Day</li> <li>xxiii. National Science Day</li> <li>xxiv. National Youth Day</li> <li>xxv. world Environment day</li> <li>xxvi. World IP day</li> <li>xxvii. National Start up Day</li> <li>xxviii. World Creativity and Innovation Day</li> <li>xxix. National Technology Day</li> <li>xxx. Independence Day- Celebrating Aazadi Ka Amritkal</li> <li>xxxi. World Entrepreneurs Day</li> </ul>
28.	<p><b>Did your institution/ College invite any dignitaries/ popular personalities from District level to participate in the activities of DESC 2023?</b></p>	<p><b>Yes</b></p>

**The following tables are for Activities in I,II, III and IV of the brochure. Total 10 Tables.**

**Category 1:**

**Activity Name : Install sewing machine**

**Activity Sl.No in the brochure : 5**

Sl.No	Particulars	
		A sewing machine is a versatile tool used for crafting cloth bags. It requires careful organization, proper tools, and safety precautions. To set up, choose a well-lit, ventilated workspace with electrical access, arrange a sturdy worktable, and assemble according to the manual. Accurate threading, material preparation, and a trial run are crucial steps. Prioritize safety and ensure quality while maintaining regular machine upkeep.
1.	Total number of students participated	2
2.	Name of the Faculty Coordinator (s)	Penta Samyuktha, D Srinivas
3.	Student Self Help Clubs members Names	NA
4.	Duration of activity conducted/ performed	1 hour
5.	Date/Dates on which activity was performed?	08/09/2023
6.	What are the outcomes?	Cloth bags are stitched
7.	How was planning done for this activity?	To promote Cloth bags usage in the campus KGR CET has taken initiation of installing sewing machine in examination branch
8.	What were the materials available for conducting the activity?	Sewing Machine
9.	How did you manage to collect the material required for the activity?	Material are well maintained in the Examination Branch as KGR CET is Using only cloth bags for Paper bundles
10.	Mention the materials used during the activity? What is the role of the material?	1. Cloth 2. Seizers 3. Sewing Machine 4. Tailor(Regular)
11.	Were you aware of this activity earlier?	No
12.	Has been this activity covered in local newspaper?	No

13.	Did you collaborate with other organizations to create a bigger impact?	No
14.	Has the organizing team prepare and follow a check list for conducting the activity?	yes
15.	Where did you conduct this program?	Administrative Office, KGR CET
16.	What are the steps involved in conducting the activity work? / Mention step by step procedure followed? Write in bullet points. Describe in detail min 100 words.	<ol style="list-style-type: none"> <li>1. Installed Sewing Machine</li> <li>2. Purchased the cloth required for making bags</li> <li>3. Tailor stitched the cloth bags</li> <li>4. Distributed the stitched cloth bags to Leadership team in the campus</li> </ol>
17.	What are the precautions taken for conducting the activity?	<p>Precautions during the activity:</p> <p>Faculty Coordinators and student coordinators are learned the process of stitching the cloth bags during that they were very specific to stitching points and cloth usage</p>
18.	What were the tools/ support systems used for conducting the activity?	<ol style="list-style-type: none"> <li>1. Sewing Machine</li> <li>2. Seizers</li> <li>3. Cloth for bags</li> </ol>
19.	What was your learning at various steps of implementation of the activity?	By maintain cloth bags harmony of Environmental sustainability is maintained
20.	How was the support from the students/neighborhood/ village/school.	Good
21.	Write down the new ideas to solve environmental issues through this activity.	Awareness on Individual reflection of Sustainable practices makes the things more smoother
22.	What have you learned from this process while working for the District Eco-SDGs Championship 2023?	<p>Learning Outcomes from the Activity are:</p> <ul style="list-style-type: none"> <li>● Sustainability Awareness: Organizing or participating in the District Eco-SDGs Championship can enhance awareness about sustainability challenges and solutions. Participants may learn about the inter connectedness of various environmental and social issues.</li> <li>● Collaboration: The event likely involves collaboration among various stakeholders, such as government bodies, NGOs, businesses, and local communities. Participants may learn valuable skills in teamwork and partnership-building.</li> <li>● Project Management: Organizing a championship involves project management skills. This includes planning, budgeting, resource allocation, and execution.</li> </ul>

		<p>Participants can gain practical experience in these areas.</p> <ul style="list-style-type: none"> <li>● <b>Advocacy and Communication:</b> Participants may learn how to effectively advocate for eco-SDGs and sustainability causes. This involves clear communication, public speaking, and conveying complex issues to diverse audiences.</li> <li>● <b>Problem Solving:</b> Sustainability challenges often require creative problem-solving. Participants may develop critical thinking skills by addressing real-world issues and finding innovative solutions.</li> <li>● <b>Policy and Regulation:</b> Understanding the regulatory environment and policies related to sustainability is crucial. Organizers and participants may gain insights into local and national regulations.</li> <li>● <b>Data Analysis:</b> Data-driven decision-making is important in sustainability efforts. Participants may learn how to collect, analyze, and interpret data to support their initiatives.</li> <li>● <b>Community Engagement:</b> Engaging with local communities and understanding their needs and concerns is vital for sustainable development. Participants may learn the importance of community involvement in eco-SDGs.</li> <li>● <b>Global Perspective:</b> The Eco-SDGs are part of a global agenda. Participants may gain a broader perspective on international sustainability efforts and how local actions contribute to global goals.</li> <li>● <b>Resilience:</b> Sustainability initiatives often face challenges and setbacks. Participants may learn resilience and adaptability in the face of obstacles.</li> <li>● <b>Inspiration:</b> The championship may inspire participants to pursue careers or personal endeavors related to sustainability and eco-SDGs, contributing to long-term positive change.</li> </ul>
23.	Did you collect the feedback from the participants of the activity?	yes
24.	How many videos are there in this Activity?	0
25.	Share the link of Video/ videos. Sharing could be done via Google Drive or YouTube after uploading. Share the videos to us via Google Drive with access to <b>'Anyone with the link' (View) Option</b> . If the videos are not accessible the marks will not be counted. You can also share the	<a href="https://www.instagram.com/p/CxaQV7tN8cJ/?igshid=NTc4MTIwNjQ2YQ==">https://www.instagram.com/p/CxaQV7tN8cJ/?igshid=NTc4MTIwNjQ2YQ==</a>



	link of YouTube after uploading the video onto it.	
26.	Did you post the video on social media through the Institution/ College? If yes, Share us the link	<a href="https://www.instagram.com/p/CxaQV7tN8cJ/?igshid=NTc4MTIwNjQ2YQ==">https://www.instagram.com/p/CxaQV7tN8cJ/?igshid=NTc4MTIwNjQ2YQ==</a>

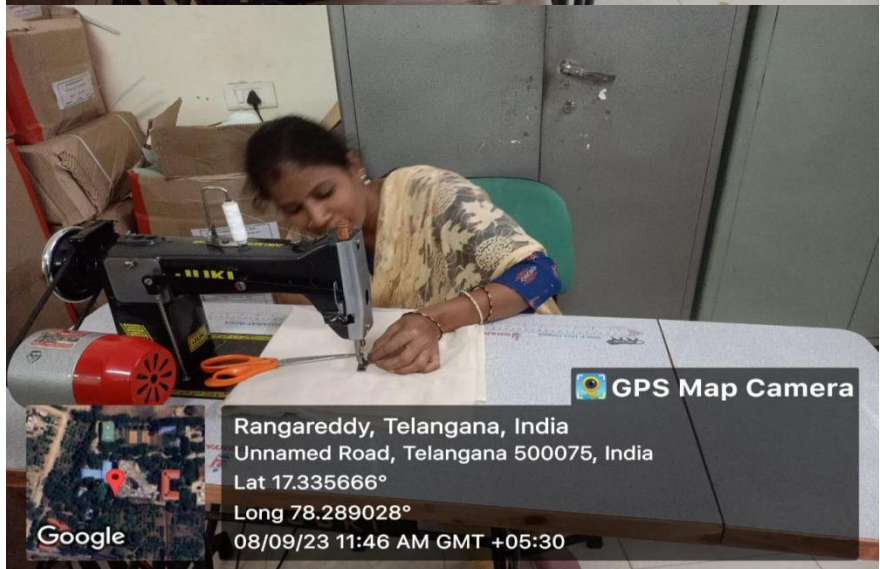
27. Paste **8 photos** captured during conducting the activities **without** GPS location.



28. Also Paste 4 photos with GPS location







29.	Paste Newspaper clippings if Any.	NO
30.	Share the link of the Facebook if you have done mass media campaign.	<a href="https://www.instagram.com/p/CxaQV7tN8cJ/?igshid=NTc4MTIwNjQ2YQ==">https://www.instagram.com/p/CxaQV7tN8cJ/?igshid=NTc4MTIwNjQ2YQ==</a>
31.	Evaluate yourself: How	5

	many points you will award for yourself in conducting the activity a scale of 1 to 5.	
32.	Any notes/Remarks	



Digital Sign of the Faculty Coordinator/IQAC



Digital Signature of the Head of the Institution



**Activity Name : Create and use Outdoor Classroom****Activity Sl.No in the brochure :4**

Sl.No	Particulars	Establishing and utilizing an outdoor classroom is an innovative educational approach. It allows students to connect with nature, fostering experiential learning and a deeper understanding of the environment. This dynamic learning space encourages curiosity, exploration, and hands-on experiences, enhancing the overall educational experience.
1.	Total number of students participated	196
2.	Name of the Faculty Coordinator (s)	Tuti Sandhya, Dr Madhulitha sundaray
3.	Student Self Help Clubs members Names	Tharun, Jahnavi, P Keerthana Reddy,ALAPATI HARI PRIYA,Arun goud,Venumula Varsitha,Komminni Uma Devi ,Pasam Tanusha, Swaroopa, Likitha, Jagadish,Varsha Bobbili ,Tadiboina charishma ,Kummari Dinesh kumar,Vudugula Likith Kumar,Ankam Sai Gowtham,Sujoy Kodali,Preethika Bumpally,Banoor Nagasree
4.	Duration of activity conducted/ performed	4 Days
5.	Date/Dates on which activity was performed?	18-08-2023 to 25-08-2023
6.	What are the outcomes?	<ul style="list-style-type: none"><li>● Outdoor class activities can have a wide range of positive outcomes for students. These outcomes go beyond traditional classroom learning and can have a significant impact on students' physical, mental, and emotional development. Here are some of the outcomes of outdoor class activities:</li><li>● Enhanced Learning Experience: Outdoor activities provide a hands-on, experiential learning environment that can make complex concepts more tangible and memorable. Students often retain information better when they can see, touch, and experience it in a real-world context.</li><li>● Improved Physical Health: Outdoor activities encourage physical movement and exercise, which is beneficial for overall health. Activities like hiking, sports, or nature walks promote physical fitness and can help combat sedentary lifestyles.</li><li>● Enhanced Problem-Solving Skills: Outdoor activities often require students to adapt to new and unpredictable situations. This can improve their problem-solving skills as they face challenges such as navigating unfamiliar terrain or planning outdoor activities.</li><li>● Increased Creativity: Nature and outdoor environments can stimulate creativity and imagination. Students may come up with new ideas and solutions while exposed to natural settings.</li><li>● Stress Reduction: Being in nature and engaging in outdoor activities has been shown to reduce stress levels. It can help students relax, unwind, and reduce anxiety associated with academic pressures.</li><li>● Improved Concentration: Outdoor settings provide a change of scenery, reducing</li></ul>

		<p>monotony and helping students refocus their attention. This can be particularly helpful for students who struggle with concentration in traditional classroom settings.</p> <ul style="list-style-type: none"> <li>● <b>Teamwork and Social Skills:</b> Many outdoor activities involve teamwork, cooperation, and communication among students. These experiences can improve interpersonal skills and foster a sense of camaraderie among classmates.</li> <li>● <b>Environmental Awareness:</b> Outdoor activities often raise awareness about the environment and conservation. Students may develop a greater appreciation for nature and a better understanding of their role in preserving it.</li> <li>● <b>Cultural and Historical Understanding:</b> Outdoor activities that involve visits to historical sites, cultural landmarks, or natural wonders can enhance students' understanding of history, culture, and geography.</li> <li>● <b>Boosted Confidence:</b> Successfully completing outdoor challenges or activities can boost students' self-confidence and self-esteem. They gain a sense of accomplishment and realize they are capable of overcoming obstacles.</li> <li>● <b>Improved Mental Health:</b> Spending time outdoors has been linked to reduced symptoms of depression and improved mental well-being. Fresh air and natural surroundings can have a calming and rejuvenating effect.</li> <li>● <b>Sensory Stimulation:</b> Outdoor activities engage students' senses in various ways, from feeling the texture of different surfaces to observing wildlife and listening to the sounds of nature. This sensory stimulation can enhance their learning experiences.</li> <li>● <b>Environmental Stewardship:</b> Outdoor education can instill a sense of responsibility for the environment and motivate students to become better stewards of the planet.</li> <li>● <b>Cultural Appreciation:</b> Experiencing different outdoor activities can expose students to diverse cultures and traditions, fostering a greater appreciation for global diversity.</li> <li>● <b>Life Skills:</b> Students can learn practical life skills in outdoor settings, such as cooking over a campfire, setting up a tent, or basic navigation with maps and compasses.</li> <li>● <b>Incorporating outdoor class activities into the curriculum can offer a holistic education that addresses not only academic knowledge but also physical health, social skills, and personal development. These activities can be particularly beneficial in fostering a love for nature and the outdoors, which can have long-lasting positive effects on individuals and society as a whole.</b></li> </ul>
7.	How was planning done for this activity?	<ul style="list-style-type: none"> <li>● Planning outdoor activities in college can be a great way to promote physical fitness, social interaction, and a sense of community among students. Here's a step-by-step guide to help you plan and execute successful outdoor activities in your college:</li> <li>● <b>Identify Goals and Objectives:</b></li> </ul>

- Determine the purpose of the outdoor activities. Are you aiming to promote fitness, team-building, relaxation, or a combination of these? Having clear goals will guide your planning.
- Gather a Planning Team:
  - Form a dedicated team of students, faculty, and staff who are interested in organizing outdoor activities. Ensure that you have a diverse set of skills and talents on your team.
- Budget and Funding:
  - Estimate the cost of your planned activities and secure funding. You can approach the college administration, seek sponsorships, or organize fundraisers to cover expenses.
- Choose Activities:
  - Select a variety of outdoor activities that cater to different interests and fitness levels. Popular options include hiking, biking, sports tournaments (e.g., soccer, ultimate frisbee, or volleyball), nature walks, camping trips, and picnics.
- Select Locations:
  - Identify suitable locations for your activities. Consider local parks, nature reserves, college-owned land, or nearby outdoor venues. Ensure that these locations are safe and accessible.
- Create a Schedule:
  - Plan a calendar of events for the semester or academic year. Spread activities throughout the term to accommodate varying student schedules.
- Promotion and Communication:
  - Use various communication channels to promote your activities. Utilize social media, college websites, flyers, and email newsletters to inform students about upcoming events.
- Registration and Waivers:
  - Implement a registration process to gauge interest and manage attendance. Additionally, require participants to sign liability waivers to protect both the college and the participants in case of accidents or injuries.
- Safety Measures:
  - Prioritize safety by having first aid kits, emergency contact information, and trained personnel at each activity. Ensure that participants are aware of safety guidelines and procedures.
- Equipment and Gear:
  - Depending on the activities, provide or inform participants about the necessary equipment and gear. This might include tents for camping trips, sports equipment, or hiking gear.
- Transportation:
  - Arrange transportation to and from the outdoor activity locations if necessary. Consider carpooling or renting buses for larger groups.
- Environmental Responsibility:

		<ul style="list-style-type: none"> <li>● Emphasize Leave No Trace principles and environmental stewardship. Encourage participants to respect nature and leave the outdoor spaces as they found them.</li> <li>● Feedback and Evaluation: <ul style="list-style-type: none"> <li>● After each activity, collect feedback from participants to improve future events. Evaluate what worked well and what could be enhanced.</li> </ul> </li> <li>● Community Building: <ul style="list-style-type: none"> <li>● Use these outdoor activities as opportunities to foster a sense of community within your college. Encourage networking and bonding among students and staff.</li> </ul> </li> <li>● Documentation and Promotion: <ul style="list-style-type: none"> <li>● Document each event through photos and videos. Share these on social media and college websites to promote future activities and showcase the benefits of participating.</li> </ul> </li> <li>● Continual Improvement: <ul style="list-style-type: none"> <li>● Continuously assess and adapt your outdoor activities based on the feedback and changing interests of your college community.</li> </ul> </li> </ul>
8.	<p>What were the materials available for conducting the activity?</p>	<ol style="list-style-type: none"> <li>i. Small Marbles</li> <li>ii. Big Marbles</li> <li>iii. Pipes</li> <li>iv. Hockey Sticks</li> <li>v. Traffic light Indicators</li> <li>vi. Missile launcher equipment</li> <li>vii. Blind folds</li> <li>viii. Bangles</li> <li>ix. Thread</li> <li>x. Cot board</li> <li>xi. News paper</li> <li>xii. Straws</li> <li>xiii. Tug of war thread</li> <li>xiv. Small board</li> <li>xv. Sketch</li> <li>xvi. Posters</li> <li>xvii. Balls</li> <li>xviii. Riddles</li> <li>xix. Rapid fire questions</li> </ol>
9.	<p>How did you manage to collect the material required for the activity?</p>	<ul style="list-style-type: none"> <li>● Collecting materials for an activity can vary greatly depending on the specific activity you have in mind. Whether you're planning a DIY project, organizing an event, or preparing for a task, here are some general steps you can follow to help you gather the necessary materials:</li> <li>● Define the Activity: <ul style="list-style-type: none"> <li>● Clearly understand the purpose and scope of the activity. What are you trying to achieve, and what materials are essential for its success?</li> </ul> </li> <li>● Make a List: <ul style="list-style-type: none"> <li>● Create a detailed list of all the materials you will need. Break it down into categories if necessary (e.g., tools, supplies, equipment).</li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>● Prioritize:</li> <li>● Determine which materials are absolutely essential and which ones are optional. Prioritize the essential items to ensure you have them on hand.</li> <li>● Inventory Check:</li> <li>● Check your existing inventory of materials and supplies. You may already have some of the items you need, which can save you time and money.</li> <li>● Budgeting:</li> <li>● Determine how much you are willing to spend on materials. This will help you make informed decisions about where to source the materials and whether you can afford any optional items.</li> <li>● Research Suppliers:</li> <li>● Identify potential suppliers or stores where you can purchase or acquire the materials you need. This might include physical stores, online retailers, local businesses, or even borrowing from friends or neighbors.</li> <li>● Compare Prices:</li> <li>● If budget is a concern, compare prices from different suppliers to find the best deals. Consider factors like shipping costs if ordering online.</li> <li>● Gather Materials:</li> <li>● Purchase or acquire the materials according to your list. Be sure to check the quality and quantity of each item before leaving the store or confirming an online purchase.</li> <li>● Plan for Contingencies:</li> <li>● Anticipate potential issues, such as running out of materials or unexpected mishaps. Have a backup plan or extra materials on hand if possible.</li> <li>● Organize and Store:</li> <li>● Once you have the materials, organize them in a way that is convenient for your activity. Properly store any items that need special care or conditions.</li> <li>● Safety Precautions:</li> <li>● If your activity involves potentially hazardous materials or tools, make sure you understand and follow safety guidelines and precautions.</li> <li>● Document and Track:</li> <li>● Keep a record of the materials you've collected, their cost, and where you obtained them. This can be useful for future reference or budgeting.</li> <li>● Dispose of Waste Responsibly:</li> <li>● If your activity generates waste materials, plan for their responsible disposal or recycling as needed.</li> </ul>
10.	Mention the materials used during the activity? What is the role of the material?	<ul style="list-style-type: none"> <li>● Small Marbles</li> <li>● Big Marbles</li> <li>● Pipes</li> <li>● Hockey Sticks</li> <li>● Traffic light Indicators</li> <li>● Missile launcher equipment</li> </ul>

		<ul style="list-style-type: none"> <li>● Blind folds</li> <li>● Bangles</li> <li>● Thread</li> <li>● Cot board</li> <li>● News paper</li> <li>● Straws</li> <li>● Tug of war thread</li> <li>● Small board</li> <li>● Sketch</li> <li>● Posters</li> <li>● Balls</li> <li>● Riddles</li> <li>● Rapid fire questions</li> </ul>
11.	Were you aware of this activity earlier?	Yes
12.	Has been this activity covered in local newspaper?	Yes
13.	Did you collaborate with other organizations to create a bigger impact?	NO
14.	Has the organizing team prepare and follow a check list for conducting the activity?	Yes
15.	Where did you conduct this program?	At open lawns of the Campus
16.	What are the steps involved in conducting the activity work? / Mention step by step procedure followed? Write in bullet points. Describe in detail min 100 words.	<p>Creating and using an outdoor classroom is a fantastic way to provide an engaging and dynamic learning environment that connects students with nature. Here are steps to create and utilize an outdoor classroom:</p> <p>1. Select a Location:</p> <p>Choose an area on your school grounds or nearby park that is safe, accessible, and has natural elements like trees, plants, and open space. Ensure it has proper seating arrangements or space for setting up seating.</p> <p>2. Safety First:</p> <p>Ensure the chosen location is safe for students. Remove any hazards, such as sharp objects, thorny plants, or uneven terrain. Set clear rules and guidelines for behavior to ensure the safety of all participants.</p> <p>3. Design and Setup:</p> <p>Consider the layout of your outdoor classroom. You may want to include benches, tree stumps, or even blankets for seating. Provide a whiteboard or blackboard if budget allows or use portable options like whiteboard easels. Set up a weather station with instruments like a thermometer, anemometer, and rain gauge for weather-related lessons.</p> <p>4. Gather Teaching Materials:</p> <p>Collect educational materials, such as field guides, magnifying glasses, binoculars, and</p>

		<p>maps. Create storage solutions like bins or shelves to keep these materials organized and accessible.</p> <p>5. Curriculum Integration:</p> <p>Align your outdoor classroom activities with the curriculum. Identify specific subjects or topics that can be taught effectively outdoors, such as science, environmental studies, art, or physical education.</p> <p>6. Plan Lessons:</p> <p>Develop lesson plans that take advantage of the outdoor setting. Include hands-on activities, experiments, and observations. Encourage open-ended exploration and inquiry-based learning.</p> <p>7. Seasonal Adaptations:</p> <p>Modify your outdoor classroom activities to suit different seasons. For example, in the spring, focus on plant growth and birdwatching, while in the winter, you can explore animal tracks and winter ecology.</p> <p>8. Environmental Awareness:</p> <p>Use the outdoor classroom to instill a sense of environmental responsibility and stewardship in students. Teach them about the importance of conservation and sustainability.</p> <p>9. Engage with Nature:</p> <p>Encourage students to engage with the natural world by journaling, sketching, or collecting leaves and rocks for observation. Explore citizen science projects that students can participate in, such as bird counts or plant identification surveys.</p> <p>10. Outdoor Classroom Routine:</p> <p>Establish a regular schedule for using the outdoor classroom, incorporating it into the weekly or monthly curriculum. Conduct nature walks, scavenger hunts, and outdoor experiments to keep students engaged and excited about learning outdoors.</p> <p>11. Evaluation and Feedback:</p> <p>Continuously evaluate the effectiveness of your outdoor classroom. Seek feedback from students and adapt your lessons accordingly. Measure the impact of outdoor learning on students' academic performance and overall well-being.</p> <p>12. Community Involvement:</p> <p>Involve parents, local experts, or environmental organizations in outdoor classroom activities to enrich the learning experience.</p> <p>13. Maintenance:</p> <p>Regularly maintain the outdoor classroom by cleaning up litter, tending to plants, and ensuring seating and teaching materials are in good condition.</p>
17.	What are the precautions taken for conducting the activity?	<ul style="list-style-type: none"> <li>● Participating in outdoor activities can be a fun and rewarding experience, but it's important to take precautions to ensure your safety and well-being. The specific precautions you should take can vary depending on the activity and the environment, but here are some general guidelines:</li> </ul>

- Check the weather forecast: Before heading outdoors, check the weather forecast for the area you'll be in. Be prepared for changing weather conditions and dress accordingly.
- Plan your route: If you're going hiking, biking, or participating in any activity that involves a trail or route, plan your route in advance and let someone know your itinerary. Stick to established trails and routes whenever possible.
- Carry essential gear: Depending on the activity, you may need specific gear such as hiking boots, helmets, life jackets, or climbing equipment. Make sure you have the necessary gear and that it's in good condition.
- Dress appropriately: Wear appropriate clothing for the activity and the weather. Dress in layers so you can adjust your clothing as needed. Don't forget sun protection, including sunscreen, sunglasses, and a hat.
- Stay hydrated: Carry an adequate supply of water and drink regularly, especially in hot or dry conditions. Dehydration can be a serious risk during outdoor activities.
- Pack a first-aid kit: Have a basic first-aid kit with supplies like bandages, antiseptic wipes, pain relievers, and any medications you may need.
- Know your limits: Be aware of your physical abilities and don't push yourself too hard. If you're new to an activity, start with easier trails or lower levels of difficulty.
- Bring navigation tools: Carry a map, compass, or GPS device, especially if you'll be in unfamiliar terrain. Know how to use them effectively.
- Wildlife awareness: If you're in an area with wildlife, educate yourself about the local animals and their behavior. Keep a safe distance and store food securely to avoid attracting wildlife.
- Leave no trace: Follow the principles of Leave No Trace, which include packing out all trash, staying on established trails, and respecting the environment.
- Check equipment: Before using any equipment, such as bikes, canoes, or climbing gear, inspect it for damage or wear. Ensure it's in safe working condition.
- Be mindful of others: Respect other outdoor enthusiasts by following trail etiquette, yielding the right of way when necessary, and maintaining a reasonable noise level.
- Emergency communication: Carry a fully charged cell phone, a whistle, or other signaling devices in case you need to call for help in an emergency.
- Learn basic outdoor skills: If you're new to outdoor activities, consider taking courses or workshops to learn essential skills like navigation, wilderness first aid, and outdoor cooking.



		<ul style="list-style-type: none"> <li>● Know local regulations: Familiarize yourself with the rules and regulations of the area you'll be visiting, including any permits or restrictions.</li> <li>● Group safety: If you're going with a group, stay together and have a plan for what to do if you get separated.</li> <li>● Emergency plan: Have an emergency plan in place, including knowing the nearest medical facilities and how to contact emergency services in the area.</li> </ul>
18.	What were the tools/ support systems used for conducting the activity?	<ul style="list-style-type: none"> <li>● Student Coordinators Team</li> <li>● Small Marbles</li> <li>● Big Marbles</li> <li>● Pipes</li> <li>● Hockey Sticks</li> <li>● Traffic light Indicators</li> <li>● Missile launcher equipment</li> <li>● Blind folds</li> <li>● Bangles</li> <li>● Thread</li> <li>● Cot board</li> <li>● News paper</li> <li>● Straws</li> <li>● Tug of war thread</li> <li>● Small board</li> <li>● Sketch</li> <li>● Posters</li> <li>● Balls</li> <li>● Riddles</li> <li>● Rapid fire questions</li> </ul>
19.	What was your learning at various steps of implementation of the activity?	<p>Creating and using an outdoor classroom is a fantastic way to provide an engaging and dynamic learning environment that connects students with nature. Here are steps to create and utilize an outdoor classroom:</p> <p>1. Select a Location:</p> <p>Choose an area on your school grounds or nearby park that is safe, accessible, and has natural elements like trees, plants, and open space. Ensure it has proper seating arrangements or space for setting up seating.</p> <p>2. Safety First:</p> <p>Ensure the chosen location is safe for students. Remove any hazards, such as sharp objects, thorny plants, or uneven terrain. Set clear rules and guidelines for behavior to ensure the safety of all participants.</p> <p>3. Design and Setup:</p> <p>Consider the layout of your outdoor classroom. You may want to include benches, tree stumps, or even blankets for seating. Provide a whiteboard or blackboard if budget allows or use portable options like whiteboard easels. Set up a weather station with instruments like a thermometer, anemometer, and rain gauge for weather-related lessons.</p> <p>4. Gather Teaching Materials:</p> <p>Collect educational materials, such as field guides, magnifying glasses, binoculars, and</p>

		<p>maps. Create storage solutions like bins or shelves to keep these materials organized and accessible.</p> <p>5. Curriculum Integration:</p> <p>Align your outdoor classroom activities with the curriculum. Identify specific subjects or topics that can be taught effectively outdoors, such as science, environmental studies, art, or physical education.</p> <p>6. Plan Lessons:</p> <p>Develop lesson plans that take advantage of the outdoor setting. Include hands-on activities, experiments, and observations. Encourage open-ended exploration and inquiry-based learning.</p> <p>7. Seasonal Adaptations:</p> <p>Modify your outdoor classroom activities to suit different seasons. For example, in the spring, focus on plant growth and birdwatching, while in the winter, you can explore animal tracks and winter ecology.</p> <p>8. Environmental Awareness:</p> <p>Use the outdoor classroom to instill a sense of environmental responsibility and stewardship in students. Teach them about the importance of conservation and sustainability.</p> <p>9. Engage with Nature:</p> <p>Encourage students to engage with the natural world by journaling, sketching, or collecting leaves and rocks for observation. Explore citizen science projects that students can participate in, such as bird counts or plant identification surveys.</p> <p>10. Outdoor Classroom Routine:</p> <p>Establish a regular schedule for using the outdoor classroom, incorporating it into the weekly or monthly curriculum. Conduct nature walks, scavenger hunts, and outdoor experiments to keep students engaged and excited about learning outdoors.</p> <p>11. Evaluation and Feedback:</p> <p>Continuously evaluate the effectiveness of your outdoor classroom. Seek feedback from students and adapt your lessons accordingly. Measure the impact of outdoor learning on students' academic performance and overall well-being.</p> <p>12. Community Involvement:</p> <p>Involve parents, local experts, or environmental organizations in outdoor classroom activities to enrich the learning experience.</p> <p>13. Maintenance:</p> <p>Regularly maintain the outdoor classroom by cleaning up litter, tending to plants, and ensuring seating and teaching materials are in good condition.</p>
20.	How was the support from the students/neighborhood / village/school.	Hand in Hand Support is provided by student coordinators to complete the tasks effectively

21.	Write down the new ideas to solve environmental issues through this activity.	Need to organize regularly and give awareness about SDG's
22.	What have you learned from this process while working for the District Eco-SDGs Championship 2023?	<ul style="list-style-type: none"> <li>● Awareness of Environmental Issues: Engaging in eco-SDG activities helps individuals and communities become more aware of pressing environmental issues such as climate change, biodiversity loss, pollution, and resource depletion.</li> <li>● Understanding the SDGs: Participants often gain a better understanding of the Sustainable Development Goals, particularly those related to environmental sustainability, such as Goal 13 (Climate Action), Goal 14 (Life Below Water), and Goal 15 (Life on Land).</li> <li>● Critical Thinking: These activities encourage critical thinking as participants analyze complex environmental problems, assess their impact, and explore potential solutions.</li> <li>● Problem-Solving Skills: Engaging in eco-SDG activities fosters problem-solving skills as individuals work together to develop and implement strategies to address environmental challenges.</li> <li>● Teamwork and Collaboration: Many eco-SDG initiatives involve teamwork and collaboration, helping participants learn how to work effectively with others to achieve common goals.</li> <li>● Leadership Skills: Some individuals may take on leadership roles in eco-SDG activities, allowing them to develop leadership skills and the ability to inspire and motivate others to take action.</li> <li>● Environmental Stewardship: Participants often develop a sense of environmental stewardship, recognizing the importance of protecting and preserving natural resources for current and future generations.</li> <li>● Advocacy and Communication: Engaging in eco-SDG activities can enhance advocacy and communication skills, enabling participants to effectively convey their ideas and concerns to a wider audience, including policymakers and the public.</li> <li>● Empathy and Global Citizenship: Participants may gain empathy for those disproportionately affected by environmental issues, fostering a sense of global citizenship and a commitment to equity and justice.</li> <li>● Lifestyle Changes: Eco-SDG activities may lead to personal lifestyle changes, such as adopting more sustainable consumption habits, reducing waste, and conserving energy and water.</li> <li>● Innovation and Creativity: Participants may be inspired to develop innovative solutions to environmental challenges, promoting creativity and entrepreneurship.</li> <li>● Measuring Impact: Engaging in eco-SDG activities often involves monitoring and evaluating the impact of actions taken, helping participants understand the</li> </ul>

		<p>importance of data and evidence in decision-making.</p> <ul style="list-style-type: none"> <li>● Long-term Planning: Participants may develop a long-term perspective on sustainability, recognizing that environmental challenges require ongoing commitment and planning</li> </ul>
23.	Did you collect the feedback from the participants of the activity?	Yes
24.	How many videos are there in this Activity?	5
25.	Share the link of Video/ videos. Sharing could be done via Google Drive or YouTube after uploading. Share the videos to us via Google Drive with access to <b>'Anyone with the link' (View) Option</b> . If the videos are not accessible the marks will not be counted. You can also share the link of YouTube after uploading the video onto it.	<a href="https://www.instagram.com/reel/CwRntEOhZL4/?igshid=MTc4MmM1YmI2Ng==">https://www.instagram.com/reel/CwRntEOhZL4/?igshid=MTc4MmM1YmI2Ng==</a> <a href="https://www.instagram.com/reel/CwQID-FBsA7/?igshid=MTc4MmM1YmI2Ng==">https://www.instagram.com/reel/CwQID-FBsA7/?igshid=MTc4MmM1YmI2Ng==</a> <a href="https://www.instagram.com/p/CxfrRQPhs0F/?igshid=MzRIODBiNWFIZA==">https://www.instagram.com/p/CxfrRQPhs0F/?igshid=MzRIODBiNWFIZA==</a>
26.	Did you post the video on social media through the Institution/ College? If yes, Share us the link	<a href="https://www.instagram.com/reel/CwRntEOhZL4/?igshid=MTc4MmM1YmI2Ng==">https://www.instagram.com/reel/CwRntEOhZL4/?igshid=MTc4MmM1YmI2Ng==</a> <a href="https://www.instagram.com/reel/CwQID-FBsA7/?igshid=MTc4MmM1YmI2Ng==">https://www.instagram.com/reel/CwQID-FBsA7/?igshid=MTc4MmM1YmI2Ng==</a> <a href="https://www.instagram.com/p/CxfrRQPhs0F/?igshid=MzRIODBiNWFIZA==">https://www.instagram.com/p/CxfrRQPhs0F/?igshid=MzRIODBiNWFIZA==</a>

27. Paste **8 photos** captured during conducting the activities **without** GPS location.















28. Also Paste 4 photos with GPS location











## విద్యార్థులు సాంకేతిక రంగంలో రాణించాలి



### ముఖ్యఅతిథులకు జ్ఞాపికను అందిస్తున్న నిర్వాహకులు

మొయినాబాద్, ఆగస్టు 17 : విద్యార్థులు సాంకేతిక రంగంలో రాణించాలని, అందులో వస్తున్న మార్పులకు అనుగుణంగా పరిశోధనలు చేపట్టాలని కేజీరెడ్డి కళాశాల డీన్ డాక్టర్, మధుసూదన్ నాయర్, డైరెక్టర్ డాక్టర్ రోహిత్, బ్రిగేడియం గణేశ్, పల్లె సృజన అన్నారు. గురువారం మండల పరిధిలోని కేజీరెడ్డి ఇంజనీరింగ్ కళాశాలలో 2023-24 బ్యాచ్ విద్యార్థుల పరిచయ కార్యక్రమం నిర్వహించారు. ఆధునిక సమాజంలో ఇంజనీరింగ్ విద్యార్థుల పాత్ర చాలా ముఖ్యమైందని వారు అన్నారు. కార్యక్రమంలో ప్రిన్సిపాల్ విజయలక్ష్మి, అధ్యాపకులు, విద్యార్థులు తదితరులు ఉన్నారు.

# విద్యార్థులు ఉన్నత స్థాయికి ఎదగాలి



జ్యోతిప్రజ్వలన చేసి కార్యక్రమాన్ని ప్రారంభిస్తున్న అతిథులు

మొయినాబాద్: ఇంజనీరింగ్ విద్యార్థులు పట్టుదల, క్రమశిక్షణతో ఉన్నత శిఖరాలను అధిరోహించాలని

పల్లె సృజన సంస్థ అధ్యక్షుడు బ్రిగేడియర్ గణేశం అన్నారు. మండలంలోని చిలుకూరు రెవెన్యూలో ఉన్న కేజీరెడ్డి ఇంజనీరింగ్ కళాశాలలో గురువారం ఓరియంటేషన్ డే కార్యక్రమం నిర్వహించారు. కార్యక్రమానికి ముఖ్యఅతిథిగా హాజరైన గణేశం జ్యోతిప్రజ్వలన చేసి ప్రారంభించారు. ఈ సందర్భంగా ఆయన మాట్లాడుతూ.. ఆధునిక సమాజంలో ఇంజనీరింగ్ పాత్ర ఎంతో కీలకమన్నారు. అందుకు అవసరమైన అన్ని మెలకువలు నేర్చుకుని నైపుణ్యం పెంచుకోవాలన్నారు. కార్యక్రమంలో కళాశాల డైరెక్టర్ రోహిత్ కందకట్ట, ప్రిన్సిపాల్ విజయలత, డీన్ మధుసూదన్ నాయర్, అధ్యాపకులు, విద్యార్థులు పాల్గొన్నారు.

# తల్లిదండ్రుల కలలను సాకారం చేయాలి



కార్యక్రమంలో పాల్గొన్న విద్యార్థులు, తల్లిదండ్రులు

మొయినాబాద్, ఆగస్టు 17 : ఇంజనీరింగ్ విద్యార్థులు కష్టపడి చదివి తల్లిదండ్రుల కలలను సాకారం చేయాలని పల్లె సృజన సంస్థ అధ్యక్షుడు బ్రిగేడియర్ గణేశం అన్నారు. మండల పరిధిలోని చిలుకూరు

గ్రామ రెవెన్యూలో గల కేజీరెడ్డి ఇంజనీరింగ్ కళాశాలలో గురువారం ఓరియంటేషన్ కార్యక్రమానికి ఆయన ముఖ్య అతిథిగా హాజరై మాట్లాడారు. ఇంజనీరింగ్ విద్యార్థులకు సాంకేతిక నైపుణ్యం, కమ్యూనికేషన్ స్కిల్స్ చాలా ముఖ్యమని వివరించారు. కార్యక్రమంలో కళాశాల డైరెక్టర్ రోహిత్ కందకట్ట, ప్రిన్సిపాల్ విజయలత, డీన్ మధుసూదన్ నాయర్, అధ్యాపకులు, విద్యార్థులు పాల్గొన్నారు.

### ఆధునిక సమాజంలో ఇంజనీరింగ్ పాత్ర కీలకం

మొయినాబాద్: ఆధునిక సమాజంలో ఇంజనీరింగ్ పాత్ర కీలకంగా మారినది బ్రిగేడియర్ గణేశం పల్లె సృజన పేర్కొన్నారు. గురువారం మొయినాబాద్ మండలం చిలుకూరు రెవెన్యూ పరిధిలోని కేజీరెడ్డి ఇంజనీరింగ్ కళాశాలలో ఇంజనీరింగ్ మొదటి సంవత్సరంలో చేరిన విద్యార్థులు, తల్లిదండ్రులకు ఓరియంటేషన్ డే కార్యక్రమాన్ని నిర్వహించారు. ఈ సందర్భంగా ఆయన ముఖ్య అతిథిగా హాజరై మాట్లాడుతూ.. ఇంజనీరింగ్లో చేరిన విద్యార్థులకు ప్రధానంగా సత్త వర్తన అవసరమన్నారు. సమయాన్ని వృధా చేయకుండా సూతన ఆవిష్కరణలపై ఇప్పటి నుంచే దృష్టిసారించాలని సూచించారు. కార్యక్రమంలో కళాశాల ఛైర్మన్ డా. రోహిత్, ప్రెసిడెంట్ విజయలక్ష్మి, విద్యార్థులు, తల్లిదండ్రులు పాల్గొన్నారు.



బ్రగేడియర్ గణేశాన్ని సన్మానిస్తున్న కళాశాల బృందం

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PageNo :

30.	Share the link of the Facebook if you have done mass media campaign.	<a href="https://www.instagram.com/p/Cxco2Vstla-/?igshid=NTc4MTIwNjQ2YQ==">https://www.instagram.com/p/Cxco2Vstla-/?igshid=NTc4MTIwNjQ2YQ==</a>
31.	Evaluate yourself: How many points you will award for yourself in conducting the activity a scale of 1 to 5.	5
32.	Any notes/Remarks	

Digital Sign of the Faculty Coordinator/IQAC

Digital Signature of the Head of the Institution



## Category 2:

### Activity Name : Make Reminder posters and Greetings

#### Activity Sl.No in the brochure :11

Sl.No	Particulars	
		<ul style="list-style-type: none"><li>● "Embrace Millets for Health and Sustainability!" Create a vibrant poster showcasing the benefits of millets—a nutritious and eco-friendly grain. Illustrate their role in diabetes management and how choosing millets over processed grains can lead to a healthier lifestyle.</li><li>● "May your life be as sweet as your blood sugar levels! Happy World Diabetes Day!" Send warm wishes and encouragement to those managing diabetes, emphasizing the importance of a balanced diet and regular exercise.</li><li>● "Let's Commit to a Plastic-Free Future!" Send a powerful message with a greeting card featuring a pristine beach, highlighting the urgency to combat plastic pollution and protect our oceans.</li><li>● "Water, the Elixir of Life!" Celebrate World Water Day with a greeting that reflects the beauty and importance of this precious resource, emphasizing the need for conservation and responsible usage.</li></ul>
1.	Total number of students participated	189
2.	Name of the Faculty Coordinator (s)	Prof Tuti Sandhya, Dr Madhulita Sundaray
3.	Student Self Help Clubs members Names	Thanusha Pasam, Varsha, Sukeethi, Jagadish and Tharun from 4 <sup>th</sup> year
4.	Duration of activity conducted/ performed	3hours
5.	Date/Dates on which activity was performed?	19/08/2023
6.	What are the outcomes?	<p>Participants are able to analyse the impact of Diabetes,Pollution,water with creativity and SDG's</p> <p>Creating a Sustainable Development Goals (SDGs) poster can have several positive outcomes, both for individuals and communities. The SDGs, established by the United Nations, are a set of 17 global goals aimed at addressing a wide range of social, economic, and environmental challenges by 2030. Designing and sharing a poster that highlights these goals can contribute to raising awareness, promoting action, and fostering positive change. Here are some potential outcomes:</p> <p>Increased Awareness: SDG posters serve as visual reminders of the global challenges we face and the targets we should strive to achieve. By creating and displaying such posters, you can help educate people about the SDGs and their significance.</p> <p>Education and Engagement: Designing a poster can be an educational process for the creator. Researching and understanding each of the 17 goals can deepen your</p>

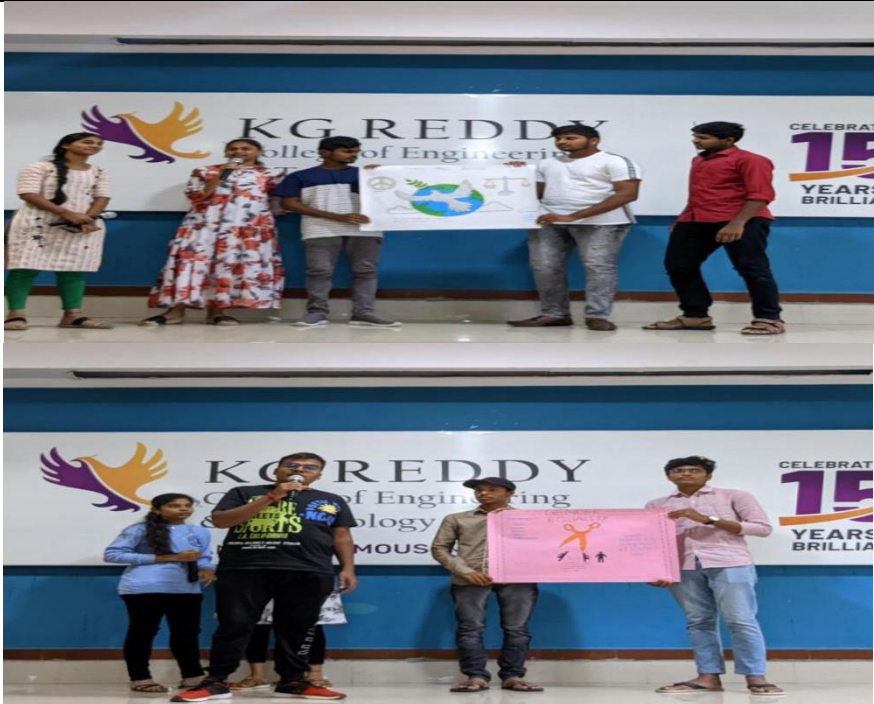
		<p>knowledge about global issues, sustainability, and development.</p> <p><b>Advocacy and Activism:</b> SDG posters can be used as tools for advocacy and activism. They can be shared on social media, at events, or in schools to inspire others to take action and support the goals.</p> <p><b>Community Engagement:</b> In a community or workplace setting, creating SDG posters can engage people in discussions about sustainability and development. It can encourage dialogues, brainstorming, and collaborative efforts to address local issues in alignment with the global goals.</p> <p><b>Visual Communication:</b> Posters are a powerful form of visual communication. They can convey complex information in a simple and engaging way, making it easier for people to understand and remember the SDGs.</p> <p><b>Inspiration for Action:</b> An attractive and well-designed SDG poster can inspire individuals and organizations to take concrete actions in support of the goals. It can serve as a daily reminder of the importance of sustainable practices.</p> <p><b>Measuring Progress:</b> By creating a poster that tracks progress toward specific SDGs, you can help monitor and measure the impact of initiatives and projects related to sustainability and development.</p> <p><b>Collaboration and Networking:</b> Sharing your SDG poster with others who are passionate about these goals can lead to collaborations and networking opportunities. You can connect with like-minded individuals and organizations working towards similar objectives.</p> <p><b>Promotion of Responsibility:</b> An SDG poster can promote a sense of global responsibility and encourage individuals and organizations to take responsibility for their actions and their impact on the world.</p> <p><b>Support for Global Goals:</b> Ultimately, creating an SDG poster contributes to the global effort to achieve these goals by 2030. The more people are aware of and committed to the SDGs, the greater the likelihood of success in addressing global challenges.</p>
7.	How was planning done for this activity?	<p><b>Define the Objective:</b></p> <p>Determine the purpose of the poster. Is it for a class project, a science fair, a school event, or a community initiative?  Clarify what message or information the poster should convey.</p> <p><b>2. Select a Topic:</b></p> <p>Choose a relevant and engaging topic that aligns with the objective.  Ensure the topic is age-appropriate and suits the students' grade level and interests.</p> <p><b>3. Research and Gather Information:</b></p> <p>Encourage students to conduct research to gather accurate and reliable information about the chosen topic.  Use books, articles, websites, and other resources to collect data and facts.</p> <p><b>4. Plan the Layout:</b></p> <p>Discuss the layout and design elements of the poster. Consider the following:</p>

		<p>Title: A clear and catchy title that reflects the topic.</p> <p>Graphics and Images: Use visuals to support the content.</p> <p>Text: Use bullet points, short sentences, and clear fonts.</p> <p>Color Scheme: Choose colors that are visually appealing and enhance readability.</p> <p>White Space: Ensure the poster is not too cluttered.</p> <p>Divide the poster into sections to organize the information logically.</p> <p>5. Create a Rough Sketch:</p> <p>Have students create a rough sketch or layout of the poster on paper to visualize how the final product will look.</p> <p>6. Gather Materials:</p> <p>Collect the necessary materials, such as poster boards, markers, colored pencils, rulers, and any images or graphics.</p> <p>7. Create the Poster:</p> <p>Using the rough sketch as a guide, have students create the poster on the poster board.</p> <p>Encourage them to be creative and use their artistic skills.</p> <p>8. Review and Edit:</p> <p>Review the poster for accuracy, clarity, and completeness.</p> <p>Edit any errors in spelling, grammar, or content.</p> <p>9. Presentation and Display:</p> <p>Decide how the posters will be presented or displayed. This could be in a classroom, a school hallway, or at an event.</p> <p>Ensure that the posters are securely attached or framed.</p> <p>10. Presentation Skills:</p> <p>Teach students how to present their posters effectively. They should be able to explain the content, answer questions, and engage with viewers.</p> <p>11. Evaluation and Feedback:</p> <p>Assess the posters based on criteria such as content accuracy, creativity, design, and presentation skills.</p> <p>Provide constructive feedback to help students improve their poster-making skills.</p> <p>12. Celebration and Sharing:</p> <p>Celebrate the students' achievements by organizing a poster presentation event, where they can showcase their work to peers, teachers, and parents.</p> <p>13. Reflection:</p> <p>After the project is complete, have students reflect on what they learned and how they can apply these skills in the future.</p>
8.	What were the materials available for conducting the activity?	<ul style="list-style-type: none"> <li>● Poster</li> <li>● Skech Pens</li> <li>● Student Coordinators</li> </ul>
9.	How did you manage to collect the material required for the activity?	We have arranged all the material a day before the activity to run the show smoothly
10	Mention the materials used during the activity?	<ul style="list-style-type: none"> <li>● Poster</li> <li>● Skech Pens</li> </ul>



	What is the role of the material?	<ul style="list-style-type: none"> <li>● Student Coordinators</li> </ul>
11	Were you aware of this activity earlier?	Yes
12	Has been this activity covered in local newspaper?	No
13	Did you collaborate with other organizations to create a bigger impact?	Yes State Pollution Control Board
14	Has the organizing team prepare and follow a check list for conducting the activity?	Yes
15	Where did you conduct this program?	Seminar hall of the Campus
16	What are the steps involved in conducting the activity work? / Mention step by step procedure followed? Write in bullet points. Describe in detail min 100 words.	<p>Creating a poster can be a fun and creative activity that can serve various purposes, from educational presentations to promoting events or causes. Here are the steps involved in conducting a poster-making activity:</p> <ul style="list-style-type: none"> <li>● Define the Purpose:</li> <li>● Select a Topic</li> <li>● Gather Information:</li> <li>● Plan the Layout:</li> <li>● Choose Materials:</li> <li>● Design and Create</li> <li>● Incorporate Visuals</li> <li>● Edit and Proofread</li> <li>● Get Feedback</li> <li>● Print or Display</li> <li>● Prepare for Presentation</li> <li>● Display or Share</li> <li>● Engage with the Audience</li> <li>● Evaluate and Improve</li> </ul>
17	What are the precautions taken for conducting the activity?	We Were ready with the Material Before one day Students clubs members are prepared and practiced with the posters
18	What were the tools/ support systems used for conducting the activity?	<ul style="list-style-type: none"> <li>● Poster</li> <li>● Skech Pens</li> <li>● Student Coordinators</li> </ul>
19	What was your learning at various steps of implementation of the activity?	
20	How was the support from the students/neighborhood/ village/school.	Great Support
21	Write down the new ideas to solve environmental issues through this	Awareness on Environment, Health, SDG's need to be planned regularly for the freshman engineering Studnets

	activity.	
22	What have you learned from this process while working for the District Eco-SDGs Championship 2023?	<ul style="list-style-type: none"> <li>● Engaging in activities related to the Eco-Sustainable Development Goals (Eco-SDGs) can yield a range of valuable learning outcomes. These activities are often designed to promote environmental sustainability while addressing social and economic development. Here are some common learning outcomes associated with participating in Eco-SDG activities:</li> <li>● Increased Environmental Awareness: Participants in Eco-SDG activities often develop a deeper understanding of environmental issues, such as climate change, biodiversity loss, pollution, and resource depletion. They become more aware of the importance of protecting the planet.</li> <li>● Knowledge of SDGs: Individuals involved in Eco-SDG activities gain knowledge about the specific Sustainable Development Goals related to environmental sustainability (e.g., Goal 6 - Clean Water and Sanitation, Goal 7 - Affordable and Clean Energy, Goal 13 - Climate Action). They learn how these goals are interconnected.</li> <li>● Problem-Solving Skills: Participants learn to identify environmental challenges and develop innovative solutions to address them. This includes critical thinking, creativity, and the ability to collaborate with others.</li> <li>● Sense of Responsibility: Engagement in Eco-SDG activities often instills a sense of responsibility for the environment and future generations. Participants may feel motivated to take action to protect the planet.</li> <li>● Global Perspective: Eco-SDGs are part of a global agenda. Participants gain a broader perspective on international environmental issues and the interconnectedness of global ecosystems.</li> <li>● Practical Skills: Depending on the specific activities, participants may acquire practical skills, such as sustainable farming techniques, waste reduction strategies, or renewable energy knowledge.</li> <li>● Leadership and Advocacy Skills: Eco-SDG activities often involve advocacy for environmental causes. Participants can develop leadership skills by organizing events, campaigns, or projects to raise awareness and drive change.</li> <li>● Community Engagement: Many Eco-SDG initiatives involve working within local communities. This fosters a sense of community engagement and social responsibility.</li> <li>● Data Analysis: Some Eco-SDG activities require participants to collect and analyze environmental data, promoting skills in data collection and interpretation.</li> <li>● Networking: Engaging in Eco-SDG activities provides opportunities to network with like-minded individuals, organizations, and experts in the field of environmental sustainability.</li> <li>● Resilience: Dealing with environmental challenges and uncertainties can teach participants resilience and adaptability in the face of adversity.</li> </ul>

		<ul style="list-style-type: none"> <li>● Ethical Considerations: Participants may develop a stronger sense of ethics related to the environment, including considerations of environmental justice and equity.</li> <li>● Career Opportunities: Participation in Eco-SDG activities can open up career opportunities in fields related to environmental science, policy, conservation, sustainability, and more.</li> </ul>
23	Did you collect the feedback from the participants of the activity?	Yes
24	How many videos are there in this Activity?	2
25	Share the link of Video/ videos. Sharing could be done via Google Drive or YouTube after uploading. Share the videos to us via Google Drive with access to <b>'Anyone with the link' (View) Option</b> . If the videos are not accessible the marks will not be counted. You can also share the link of YouTube after uploading the video onto it.	<a href="https://www.instagram.com/reel/CwQID-FBsA7/?igshid=MTc4MmM1Yml2Ng==">https://www.instagram.com/reel/CwQID-FBsA7/?igshid=MTc4MmM1Yml2Ng==</a> <a href="https://www.instagram.com/p/CxfrRQPhs0F/?igshid=MzRIODBiNWFIZA==">https://www.instagram.com/p/CxfrRQPhs0F/?igshid=MzRIODBiNWFIZA==</a>
26	Did you post the video on social media through the Institution/ College? If yes, Share us the link	<a href="https://www.instagram.com/p/Cxcpy6GtpBh/?igshid=NTc4MTIwNjQ2YQ==">https://www.instagram.com/p/Cxcpy6GtpBh/?igshid=NTc4MTIwNjQ2YQ==</a>
27	Paste <b>8 photos</b> captured during conducting the activities <b>without</b> GPS location.	







28 Also Paste 4 photos with GPS location

Participants are able to analyse the impact of Diabetes, Pollution, water with creativity and SDG's

Creating a Sustainable Development Goals (SDGs) poster can have several positive outcomes, both for individuals and communities. The SDGs, established by the United Nations, are a set of 17 global goals aimed at addressing a wide range of social, economic, and environmental challenges by 2030. Designing and sharing a poster that highlights these goals can contribute to raising awareness, promoting action, and fostering positive change. Here are some potential outcomes:

**Increased Awareness:** SDG posters serve as visual reminders of the global challenges we face and the targets we should strive to achieve. By creating and displaying such posters, you can help educate people about the SDGs and their significance.

**Education and Engagement:** Designing a poster can be an educational process for the creator. Researching and understanding each of the 17 goals can deepen your knowledge about global issues, sustainability, and development.

**Advocacy and Activism:** SDG posters can be used as tools for advocacy and activism. They can be shared on social media, at events, or in schools to inspire others to take action and support the goals.

		Community Engagement: In a community or workplace setting, creating SDG posters can engage people in discussions about sustainability and development. It can encourage dialogues, brainstorming, and collaborative efforts to address local issues in alignment with the global goals.
29	Paste Newspaper clippings if Any.	
30	Share the link of the Facebook if you have done mass media campaign.	<a href="https://www.instagram.com/reel/CwQID-FBsA7/?igshid=MtC4MmM1Yml2Ng==">https://www.instagram.com/reel/CwQID-FBsA7/?igshid=MtC4MmM1Yml2Ng==</a> <a href="https://www.instagram.com/p/CxfrRQPhs0F/?igshid=MzRIODBiNWFIZA==">https://www.instagram.com/p/CxfrRQPhs0F/?igshid=MzRIODBiNWFIZA==</a>
31	Evaluate yourself: How many points you will award for yourself in conducting the activity a scale of 1 to 5.	5
32	Any notes/Remarks	



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**Category 3:**

**Activity Name : Arrange for a Drama show** in your esteemed Institution/College. The drama needs to be written and performed with the theme on “The abuse of older people”

**Activity Sl.No in the brochure :15**

Sl.No	Particulars	Organizing a heartfelt drama performance for the elderly is a wonderful way to entertain and engage them. The play can center around themes of nostalgia, family, or resilience, resonating with the life experiences of the elderly audience. With relatable characters and a touching storyline, the drama can evoke emotions and spark meaningful conversations. Creating a comfortable and inclusive setting ensures that the elderly can enjoy the performance, fostering a sense of connection and joy among them.
1.	Total number of students participated	12
2.	Name of the Faculty Coordinator (s)	M Ratna Chary




3.	Student Self Help Clubs members Names	Thanusha Pasam, Varsha, Sukeethi, Jagadish and Tharun from 4 <sup>th</sup> year
4.	Duration of activity conducted/ performed	One day
5.	Date/Dates on which activity was performed?	
6.	What are the outcomes?	
7.	How was planning done for this activity?	
8.	What were the materials available for conducting the activity?	
9.	How did you manage to collect the material required for the activity?	
10.	Mention the materials used during the activity? What is the role of the material?	
11.	Were you aware of this activity earlier?	
12.	Has been this activity covered in local newspaper?	
13.	Did you collaborate with other organizations to create a bigger impact?	
14.	Has the organizing team prepare and follow a check list for conducting the activity?	
15.	Where did you conduct this program?	
16.	What are the steps involved in conducting the activity work? / Mention step by step procedure followed? Write in bullet points. Describe in detail min 100 words.	
17.	What are the precautions taken for conducting the activity?	
18.	What were the tools/ support systems used for conducting the activity?	
19.	What was your learning at various steps of implementation of the activity?	
20.	How was the support from the students/neighborhood/ village/school.	
21.	Write down the new ideas to solve environmental issues through this activity.	
22.	What have you learned from this process while working for the District Eco-SDGs Championship 2023?	

23.	Did you collect the feedback from the participants of the activity?	
24.	How many videos are there in this Activity?	
25.	Share the link of Video/ videos. Sharing could be done via Google Drive or YouTube after uploading. Share the videos to us via Google Drive with access to <b>'Anyone with the link' (View) Option</b> . If the videos are not accessible the marks will not be counted. You can also share the link of YouTube after uploading the video onto it.	
26.	Did you post the video on social media through the Institution/ College? If yes, Share us the link	
27.	Paste <b>8 photos</b> captured during conducting the activities <b>without</b> GPS location.	
28.	Also Paste 4 photos <b>with GPS</b> location	
29.	Paste Newspaper clippings if Any.	
30.	Share the link of the Facebook if you have done mass media campaign.	
31.	Evaluate yourself: How many points you will award for yourself in conducting the activity a scale of 1 to 5.	
32.	Any notes/Remarks	



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**Activity Name : Conduct a rally** in your locality on the theme **“The abuse of older people”, also known as elder abuse.**

**Activity Sl.No in the brochure :16**

Sl.No	Particulars	Hosting a rally in our community to honor and support the elderly is a meaningful way to show appreciation for their wisdom and contributions. This event can bring together people of all ages to celebrate and raise awareness about the unique challenges faced by seniors. Through speeches, music, and activities, we aim to promote inter generational connections, advocate for elderly rights and well-being, and create a sense of belonging and respect for our older community members.
1.	Total number of students participated	
2.	Name of the Faculty Coordinator (s)	
3.	Student Self Help Clubs members Names	
4.	Duration of activity conducted/ performed	
5.	Date/Dates on which activity was performed?	
6.	What are the outcomes?	
7.	How was planning done for this activity?	
8.	What were the materials available for conducting the activity?	
9.	How did you manage to collect the material required for the activity?	
10.	Mention the materials used during the activity? What is the role of the material?	
11.	Were you aware of	

	this activity earlier?	
13	Has been this activity covered in local newspaper?	
13	Did you collaborate with other organizations to create a bigger impact?	
14	Has the organizing team prepare and follow a check list for conducting the activity?	
15	Where did you conduct this program?	
16	What are the steps involved in conducting the activity work? / Mention step by step procedure followed? Write in bullet points. Describe in detail min 100 words.	
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22	What have you learned from this process while	

	working for the District Eco-SDGs Championship 2023?	
23	Did you collect the feedback from the participants of the activity?	
24	How many videos are there in this Activity?	
25	Share the link of Video/ videos. Sharing could be done via Google Drive or YouTube after uploading. Share the videos to us via Google Drive with access to <b>'Anyone with the link' (View) Option.</b> If the videos are not accessible the marks will not be counted. You can also share the link of YouTube after uploading the video onto it.	
26	Did you post the video on social media through the Institution/ College? If yes, Share us the link	<a href="https://www.instagram.com/p/CxcrG16NiTd/?igshid=NTc4MTIwNjQ2YQ==">https://www.instagram.com/p/CxcrG16NiTd/?igshid=NTc4MTIwNjQ2YQ==</a>



2 Paste **8 photos** captured during conducting the activities **without** GPS location.











2. Also Paste 4 photos with GPS location







29	Paste Newspaper clippings if Any.	
30	Share the link of the Facebook if you have done mass media campaign.	
31	Evaluate yourself: How many points you will award for yourself in conducting the activity a scale of 1 to 5.	
32	Any notes/Remarks	

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**Category 4:****Activity Name : Arrange and conduct for Alumni Meet online****Activity Sl.No in the brochure : 20**

Sl.No	Particulars	
		Gathering for an alumni meet online, we aim to engage in meaningful discussions about the Sustainable Development Goals (SDGs). This virtual reunion provides a platform for former classmates and colleagues to share insights, experiences, and initiatives related to the SDGs. Our goal is to inspire collective action and innovation, leveraging our diverse backgrounds and expertise to contribute to a more sustainable and equitable world. Together, we can strengthen our commitment to addressing global challenges and fostering positive change.
1.	Total number of students participated	
2.	Name of the Faculty Coordinator (s)	
3.	Student Self Help Clubs members Names	
4.	Duration of activity conducted/ performed	
5.	Date/Dates on which activity was performed?	
6.	What are the outcomes?	
7.	How was planning done for this activity?	
8.	What were the materials available for conducting the activity?	
9.	How did you manage to collect the material required for the activity?	
10	Mention the materials used during the activity? What is the role of the material?	
11	Were you aware of this activity earlier?	
12	Has been this activity covered in local newspaper?	
13	Did you collaborate with other organizations to create a bigger impact?	
14	Has the organizing team prepare and follow a check list for conducting the activity?	
15	Where did you conduct this	



	program?	
16	What are the steps involved in conducting the activity work? / Mention step by step procedure followed? Write in bullet points. Describe in detail min 100 words.	
17	What are the precautions taken for conducting the activity?	
18	What were the tools/ support systems used for conducting the activity?	
19	What was your learning at various steps of implementation of the activity?	
20	How was the support from the students/neighborhood/ village/school.	
21	Write down the new ideas to solve environmental issues through this activity.	
22	What have you learned from this process while working for the District Eco-SDGs Championship 2023?	
23	Did you collect the feedback from the participants of the activity?	
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26	Did you post the video on social media through the Institution/ College? If yes,	<a href="https://www.instagram.com/p/CxcrnSDtJ8F/?igshid=NTc4MTIwNjQ2YQ==">https://www.instagram.com/p/CxcrnSDtJ8F/?igshid=NTc4MTIwNjQ2YQ==</a>

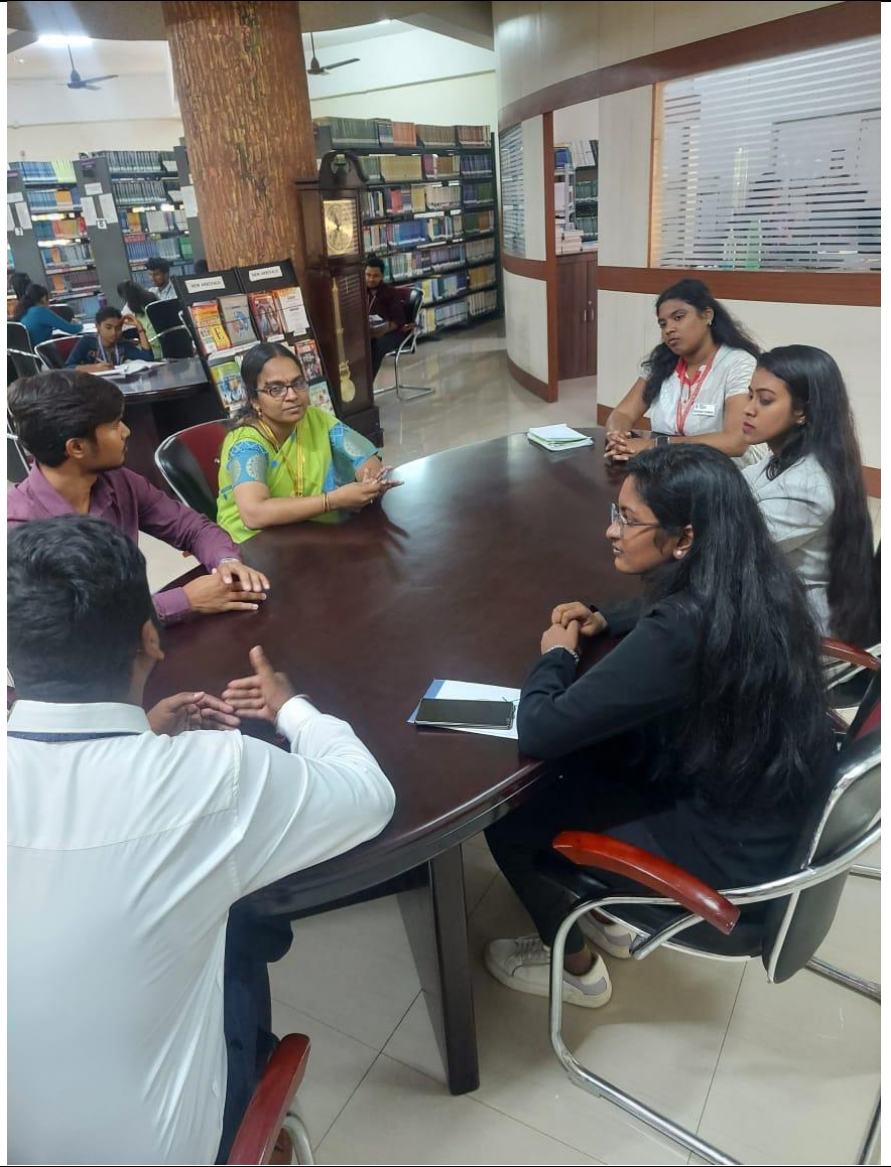
Share us the link

27 Paste **8 photos** captured during conducting the activities **without** GPS location.



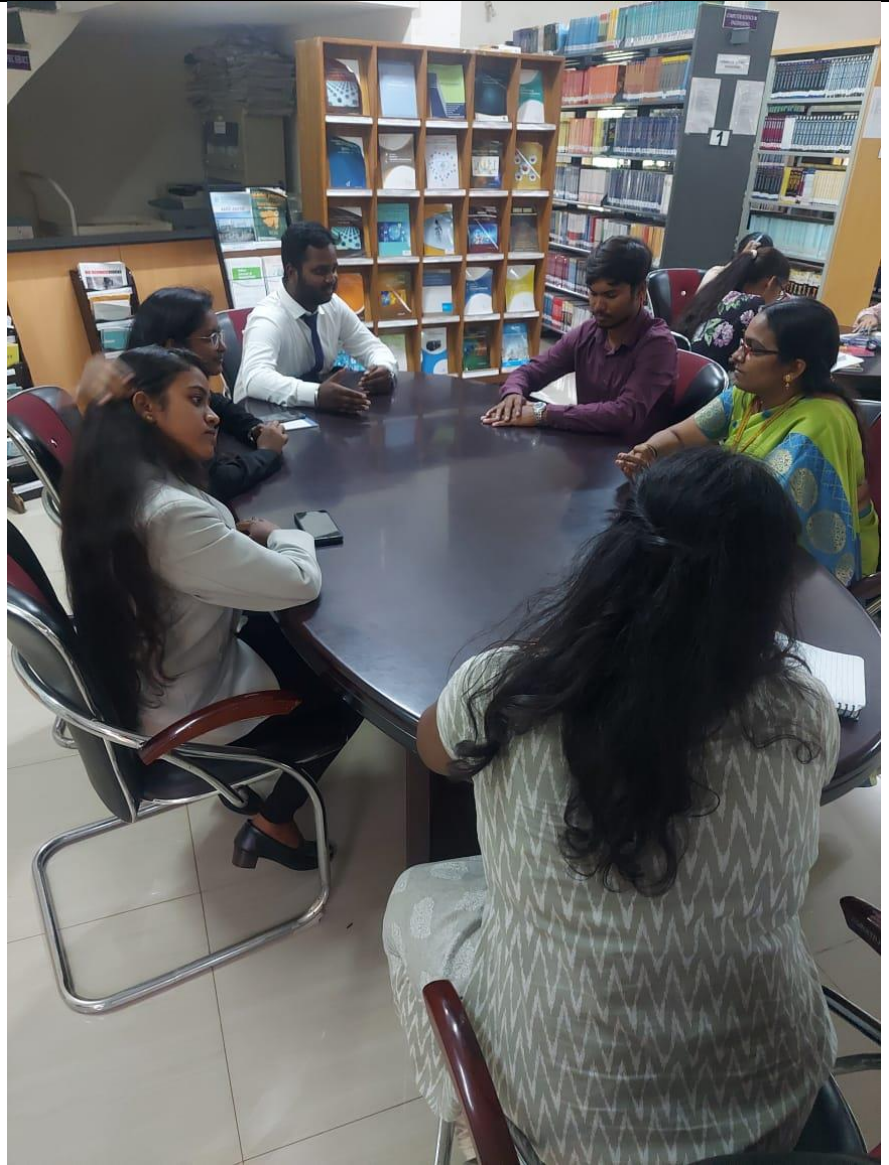




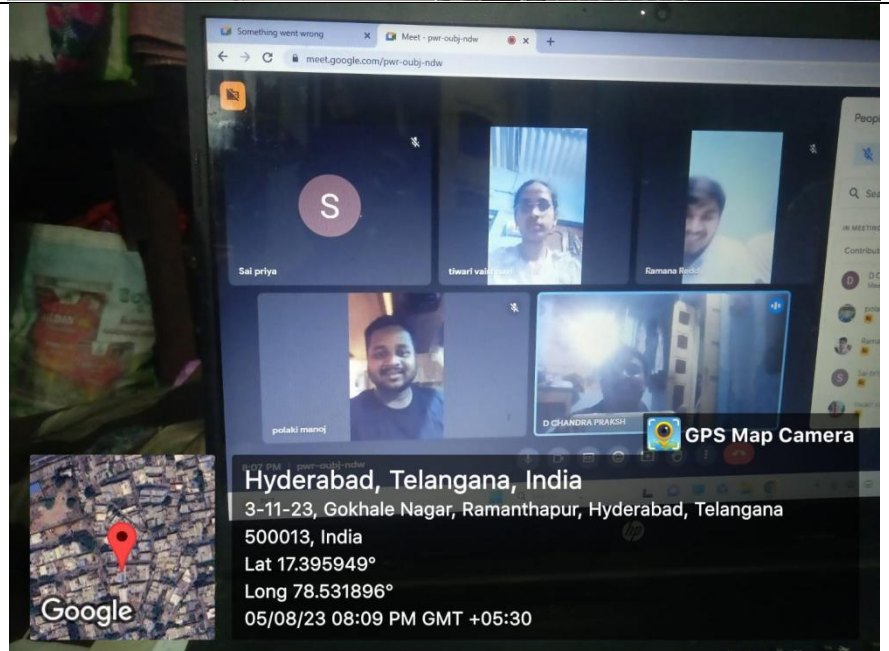


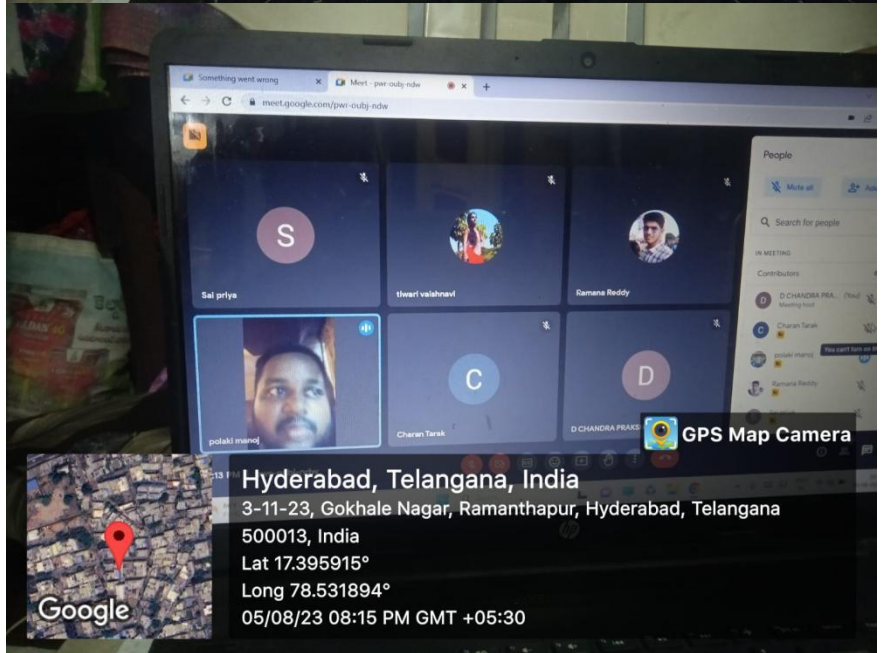






28 Also Paste 4 photos with GPS location















29	Paste Newspaper clippings if Any.	
30	Share the link of the Facebook if you have done mass media campaign.	
31	Evaluate yourself: How many points you will award for yourself in conducting the activity a scale of 1 to 5.	
32	Any notes/Remarks	

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**Activity Name :** Conduct a Training Program for the students on **Safety, Disaster, Risk and Crowd Management.**

**Activity Sl.No in the brochure :24**

Sl.No	Particulars	Implementing a comprehensive training program for students on safety, disaster management, risk assessment, and crowd management is essential for their personal and societal well-being. This program equips students with the knowledge and skills to respond effectively to emergencies and crises, emphasizing proactive measures for prevention and mitigation. It fosters a sense of responsibility and prepares them to contribute as responsible citizens in ensuring the safety and well-being of their communities, while also promoting a culture of preparedness and resilience.
1.	Total number of students participated	
2.	Name of the Faculty Coordinator (s)	
3.	Student Self Help Clubs	

	members Names	
4.	Duration of activity conducted/ performed	
5.	Date/Dates on which activity was performed?	
6.	What are the outcomes?	
7.	How was planning done for this activity?	
8.	What were the materials available for conducting the activity?	
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23	Did you collect the feedback from the participants of the activity?	
24	How many videos are there in this Activity?	
25	Share the link of Video/videos. Sharing could be done via Google Drive or YouTube after uploading. Share the videos to us via Google Drive with access to <b>'Anyone with the link' (View) Option</b> . If the videos are not accessible the marks will not be counted. You can also share the link of YouTube after uploading the video onto it.	
26	Did you post the video on social media through the Institution/ College? If yes, Share us the link	<a href="https://www.instagram.com/p/CxcuqRGNZTe/?igshid=NTc4MTIwNjQ2YQ==">https://www.instagram.com/p/CxcuqRGNZTe/?igshid=NTc4MTIwNjQ2YQ==</a>



27 Paste **8 photos** captured during conducting the activities **without** GPS location.









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28 Also Paste 4 photos with  
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GPS Map Camera

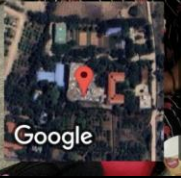


Google

Rangareddy, Telangana, India  
Unnamed Road, Telangana 500075, India  
Lat 17.335725°  
Long 78.2892°  
19/08/23 03:17 PM GMT +05:30



GPS Map Camera



Google

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Long 78.289274°  
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GPS Map Camera

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29 Paste Newspaper clippings if Any.

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కార్యదర్శి ఎం.నరసిం

ON HD



## నేర్చుకోవడమే ఇంజనీరింగ్ విద్య

విశాలాంధ్ర, మొయినాబాద్: ఇంజనీరింగ్ అనేది కేవలం పాసివ్ లిజనింగ్ మాత్రమే కాదు, యాక్టివ్ పార్టిసిపేషన్, ప్రాక్టికల్ అప్లికేషన్ అని తెలంగాణ రాష్ట్ర కాల్య నియంత్రణ మండలి సీనియర్ సామాజిక శాస్త్రవేత్త డాక్టర్ డబ్ల్యు.జి.ప్రసన్న కుమార్ అన్నారు. ఇంజనీరింగ్ ప్రయత్నంలో ఖచ్చితమైన జాగ్రత్తలు, ప్రక్రియలు, విధానాలు, వరుస దశలు, తగిన మెటీరియల్ ప్రాముఖ్యతను మరింత నొక్కి చెప్పారు. తెలంగాణ రాష్ట్ర కాల్య నియంత్రణ మండలి సహకారంతో కేజీరెడ్డి కాలేజ్ ఆఫ్ ఇంజనీరింగ్ అండ్ టెక్నాలజీ దాని మొదటి సంవత్సరం విద్యార్థుల జ్ఞానం, నైపుణ్యాలను పెంపొందించే లక్ష్యంతో ముఖ్యమైన వర్క్ షాప్ ను శనివారం నిర్వహించింది. డిజాస్టర్ మేనేజ్ మెంట్, విజయవంతమైన అధ్యయన అలవాట్లను పెంపొందించడంపై దృష్టి సారించింది. ఈ సందర్భంగా డాక్టర్ డబ్ల్యు.జి.ప్రసన్న కుమార్ మాట్లాడుతూ ఇంజనీరింగ్ విద్య యొక్క సారాంశం, చేయడం ద్వారా నేర్చుకోవడం అనే సూత్రంలో ఉందని అన్నారు. విద్యార్థులు సహజ ప్రపంచంతో నిమగ్నమై వాతావరణ వైపరీత్యాల వంటి సమస్యలను ముందుగానే పరిష్కరించాల్సిన అవసరాన్ని డాక్టర్ కుమార్ నొక్కి చెప్పారు. సుస్థిర గణేష్ విగ్రహాలను రూపొందించడంలో డా.కుమార్ చేసిన విస్తృతమైన కృషి ద్వారా, సైద్ధాంతిక పరిజ్ఞానం నుండి ప్రయోగాత్మకంగా పని చేయడానికి ప్రోత్సహించబడారని తెలిపారు. సంప్రదాయ తరగతి గది బోధనలకు అతీతంగా విద్యార్థులకు సంపూర్ణ విద్యా అనుభవాన్ని అందించడంలో కళాశాల నిబద్ధతను ఈ కార్యక్రమం హైలైట్ చేసింది. మొదటి సంవత్సరం డీన్ డాక్టర్ మధుసూదన్ నాయర్, కళాశాల ప్రిన్సిపాల్ డాక్టర్ వై విజయ లత, సీఈఈడీ హెడ్ తూటి సంధ్య, అధ్యాపక సమన్వయకర్తలు, సీనియర్ విద్యార్థి సమన్వయకర్తలు సెషన్ నిర్వహణకు సహకరించారు.

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లక్ష  
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Aug 20 | Hyderabad



30	Share the link of the Facebook if you have done mass media campaign.	
31	Evaluate yourself: How many points you will award for yourself in conducting the activity a scale of 1 to 5.	
32	Any notes/Remarks	

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**Activity Name :** Visit a school- Conduct interaction with staff and students. Conduct a discussion on the following:1. Promote the prevention, detection, and management of food borne diseases, 2.Promote the significance of drinking milk. This is a cordial and decent activity to work with school and the students.

**Activity Sl.No in the brochure : 25**

Sl.No	Particulars	
		Visiting the school to discuss the environment is a valuable opportunity to engage students in crucial conversations about sustainability and conservation. Sharing insights on topics like climate change, biodiversity, and eco-friendly practices can inspire young minds to become environmental stewards. Through interactive discussions, we can emphasize the importance of taking collective action to protect our planet for future generations. These talks encourage students to adopt eco-conscious habits and contribute to a more sustainable and harmonious coexistence with nature.
1.	Total number of students participated	
2.	Name of the Faculty Coordinator (s)	
3.	Student Self Help Clubs members Names	
4.	Duration of activity conducted/performed	
5.	Date/Dates on which activity was performed?	
6.	What are the outcomes?	
7.	How was planning done for this activity?	
8.	What were the materials available for conducting the activity?	
9.	How did you manage to collect the material required for the activity?	
10.	Mention the materials used during the activity? What is the role of the material?	
11.	Were you aware of this activity	



	earlier?	
12.	Has been this activity covered in local newspaper?	
13.	Did you collaborate with other organizations to create a bigger impact?	
14.	Has the organizing team prepare and follow a check list for conducting the activity?	
15.	Where did you conduct this program?	
16.	What are the steps involved in conducting the activity work? / Mention step by step procedure followed? Write in bullet points. Describe in detail min 100 words.	
17.	What are the precautions taken for conducting the activity?	
18.	What were the tools/ support systems used for conducting the activity?	
19.	What was your learning at various steps of implementation of the activity?	
20.	How was the support from the students/neighborhood/ village/school.	
21.	Write down the new ideas to solve environmental issues through this activity.	
22.	What have you learned from this process while working for the District Eco-SDGs Championship 2023?	
23.	Did you collect the feedback from the participants of the activity?	
24.	How many videos are there in this Activity?	
25.	Share the link of Video/ videos. Sharing could be done via Google Drive or YouTube after uploading. Share the videos to us via Google Drive with access to <b>'Anyone with the link' (View) Option</b> . If the videos are not accessible the marks will not be counted. You can also share the link of YouTube after uploading the video onto it.	
26.	Did you post the video on social media through the Institution/ College? If yes, Share us the link	<a href="https://www.instagram.com/p/Cxcve-bN_g2/?igshid=NTc4MTIwNjQ2YQ==">https://www.instagram.com/p/Cxcve-bN_g2/?igshid=NTc4MTIwNjQ2YQ==</a>

27.	Paste <b>8 photos</b> captured during conducting the activities <b>without</b> GPS location.	
28.	Also Paste 4 photos <b>with GPS</b> location	
29.	Paste Newspaper clippings if Any.	
30.	Share the link of the Facebook if you have done mass media campaign.	
31.	Evaluate yourself: How many points you will award for yourself in conducting the activity a scale of 1 to 5.	
32.	Any notes/Remarks	

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**Activity Name :Show case** the activity already performed by your esteemed Institution/ College for World Environment Day 2023- **directly prepare a report as per your own report format.**

**Activity Sl.No in the brochure : 26**

Sl.N o	Particulars	World Water Day and World Environment Day are significant global observances that underscore the importance of environmental sustainability and responsible water management. On World Water Day, we focus on conserving and protecting our planet's freshwater resources, highlighting the critical role of clean water in all aspects of life. World Environment Day, on the other hand, encourages us to address broader environmental issues, promoting initiatives for a healthier planet. Both occasions serve as powerful reminders of our collective responsibility to safeguard the Earth and inspire positive action for a more sustainable future.
33	Total number of students participated	
34	Name of the Faculty Coordinator (s)	
35	Student Self Help Clubs members Names	
36	Duration of activity conducted/ performed	
37	Date/Dates on which activity was performed?	
38	What are the outcomes?	
39	How was planning done for this activity?	

40	What were the materials available for conducting the activity?	
41	How did you manage to collect the material required for the activity?	
42	Mention the materials used during the activity? What is the role of the material?	
43	Were you aware of this activity earlier?	
44	Has been this activity covered in local newspaper?	
45	Did you collaborate with other organizations to create a bigger impact?	
46	Has the organizing team prepare and follow a check list for conducting the activity?	
47	Where did you conduct this program?	
48	What are the steps involved in conducting the activity work? / Mention step by step procedure followed? Write in bullet points. Describe in detail min 100 words.	
49	What are the precautions taken for conducting the activity?	
50	What were the tools/ support systems used for conducting the activity?	
51	What was your learning at various steps of implementation of	



	the activity?	
52	How was the support from the students/neighborhood/ village/school.	
53	Write down the new ideas to solve environmental issues through this activity.	
54	What have you learned from this process while working for the District Eco-SDGs Championship 2023?	<ul style="list-style-type: none"> <li>● World Environment Day is celebrated on June 5th each year to raise awareness about environmental issues and promote positive actions to protect the planet. Engaging in activities on this day can lead to various learning outcomes, which are:</li> <li>● Tree Planting: <ul style="list-style-type: none"> <li>● Learning Outcome: Participants understand the importance of trees in mitigating climate change, improving air quality, and supporting biodiversity. They also gain practical skills in planting and caring for trees.</li> </ul> </li> <li>● Clean-up Campaigns: <ul style="list-style-type: none"> <li>● Learning Outcome: Participants develop a sense of responsibility for their environment and learn about the impact of litter and pollution on ecosystems. They also learn teamwork and cooperation while cleaning up public spaces.</li> </ul> </li> <li>● Environmental Workshops and Seminars: <ul style="list-style-type: none"> <li>● Learning Outcome: Attendees gain knowledge about various environmental issues, such as climate change, wildlife conservation, and sustainable practices. They may also learn about policy and advocacy strategies.</li> </ul> </li> <li>● Nature Walks and Hikes: <ul style="list-style-type: none"> <li>● Learning Outcome: Participants develop a deeper appreciation for nature, biodiversity, and the importance of preserving natural habitats. They also improve observation skills and learn about local flora and fauna.</li> </ul> </li> <li>● Recycling and Upcycling Projects: <ul style="list-style-type: none"> <li>● Learning Outcome: Participants learn about waste reduction, recycling, and creative ways to repurpose materials. They gain practical skills in crafting and recycling.</li> </ul> </li> <li>● Environmental Art and Crafts: <ul style="list-style-type: none"> <li>● Learning Outcome: Participants express their creativity while learning about the environment. They may gain insights into how art can be a powerful medium for conveying environmental messages.</li> </ul> </li> <li>● Film Screenings and Documentaries: <ul style="list-style-type: none"> <li>● Learning Outcome: Viewers are educated about pressing environmental issues and the impact of human activities on the planet. They may be inspired to take action or make more sustainable choices.</li> </ul> </li> <li>● Debates and Discussions: <ul style="list-style-type: none"> <li>● Learning Outcome: Participants develop critical thinking skills as they engage in debates about environmental policies and strategies. They learn to analyze complex issues and articulate their viewpoints.</li> </ul> </li> <li>● Sustainable Lifestyle Challenges:</li> </ul>

		<ul style="list-style-type: none"> <li>● Learning Outcome: Participants are encouraged to adopt more sustainable practices in their daily lives, such as reducing energy consumption, conserving water, and minimizing waste. They develop habits that promote a greener lifestyle.</li> <li>● Community Building and Networking:</li> <li>● Learning Outcome: Participants build a sense of community and learn the importance of collective action in addressing environmental challenges. They may discover local environmental organizations and opportunities for involvement.</li> </ul>
55	Did you collect the feedback from the participants of the activity?	
56	How many videos are there in this Activity?	
57	Share the link of Video/ videos. Sharing could be done via Google Drive or YouTube after uploading. Share the videos to us via Google Drive with access to <b>'Anyone with the link' (View) Option</b> . If the videos are not accessible the marks will not be counted. You can also share the link of YouTube after uploading the video onto it.	
58	Did you post the video on social media through the Institution/ College? If yes, Share us the link	<a href="https://www.instagram.com/p/Cxcw1R1NHbx/?igshid=NTc4MTIwNjQ2YQ==">https://www.instagram.com/p/Cxcw1R1NHbx/?igshid=NTc4MTIwNjQ2YQ==</a>
59	Paste <b>8 photos</b> captured during conducting the activities <b>without</b> GPS location.	

6) Also Paste 4 photos with GPS location











Hyderabad, TG, India  
Chilkur, Hyderabad, 501504, TG, India  
Lat 17.349692, Long 78.287654  
05/31/2023 11:49 AM GMT+05:30  
Note : Captured by GPS Map Camera



Hyderabad, TG, India  
Chilkur Village Road, Chilkur, Hyderabad, 501504, TG, India  
Lat 17.348027, Long 78.288531  
06/02/2023 10:55 AM GMT+05:30  
Note : Captured by GPS Map Camera









61	Paste Newspaper clippings if Any.	
62	Share the link of the Facebook if you have done mass media campaign.	
63	Evaluate yourself: How many points you will award for yourself in conducting the activity a scale of 1 to 5.	
64	Any notes/Remarks	

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**1. Activity Name : Any activity for environment/SDG**

**Activity Sl.No in the brochure :29**

Sl.N o	Particulars	Engaging in environmental or Sustainable Development Goals (SDGs) activities is a meaningful way to contribute to a better future. Whether it's organizing a tree-planting drive, participating in a clean-up campaign, or promoting renewable energy solutions, these actions align with global efforts to combat climate change, reduce inequality, and protect the environment. Such activities empower individuals and communities to take proactive steps towards achieving the SDGs and ensuring a more sustainable and equitable world for generations to come.
1	Total number of students participated	



2	Name of the Faculty Coordinator (s)	
3	Student Self Help Clubs members Names	
4	Duration of activity conducted/ performed	
5	Date/Dates on which activity was performed?	
6	What are the outcomes?	
7	How was planning done for this activity?	
8	What were the materials available for conducting the activity?	
9	How did you manage to collect the material required for the activity?	
10	Mention the materials used during the activity? What is the role of the material?	
1	Were you aware of this activity earlier?	
1	Has been this activity covered in local newspaper?	
1	Did you collaborate with other organizations to create a bigger impact?	
1	Has the organizing team prepare and follow a check list for conducting the activity?	
1	Where did you conduct this program?	
1	What are the steps involved in conducting the activity work? / Mention step by	

	<p>step procedure followed? Write in bullet points. Describe in detail min 100 words.</p>	
1	<p>What are the precautions taken for conducting the activity?</p>	
1	<p>What were the tools/ support systems used for conducting the activity?</p>	
1	<p>What was your learning at various steps of implementation of the activity?</p>	
2	<p>How was the support from the students/neighborhood/ village/school.</p>	
2	<p>Write down the new ideas to solve environmental issues through this activity.</p>	
2	<p>What have you learned from this process while working for the District Eco-SDGs Championship 2023?</p>	
2	<p>Did you collect the feedback from the participants of the activity?</p>	
2	<p>How many videos are there in this Activity?</p>	
2	<p>Share the link of Video/ videos. Sharing could be done via Google Drive or YouTube after uploading. Share the videos to us via Google Drive with access to <b>'Anyone with the link' (View) Option.</b></p>	

If the videos are not accessible the marks will not be counted. You can also share the link of YouTube after uploading the video onto it.

2) Did you post the video on social media through the Institution/ College? If yes, Share us the link

[https://www.instagram.com/p/CxcxEVet\\_XR/?igshid=NTc4MTIwNjQ2YQ==](https://www.instagram.com/p/CxcxEVet_XR/?igshid=NTc4MTIwNjQ2YQ==)

2) Paste **8 photos** captured during conducting the activities **without** GPS location.











2	Also Paste 4 photos <b>with GPS</b> location	
2	Paste Newspaper clippings if Any.	
3	Share the link of the Facebook if you have done mass media campaign.	
3	Evaluate yourself: How many points you will award for yourself in conducting the activity a scale of 1 to 5.	
3	Any notes/Remarks	

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