



RAGHU ENGINEERING COLLEGE

AUTONOMOUS

(Approved by AICTE, New Delhi, Accredited by NBA (CIV,ECE,MECH,CSE), NAAC with 'A+' grade & Permanently Affiliated to JNTU-GV, Vizianagaram)

Dakamarri, Bheemunipatnam Mandal, Visakhapatnam Dist. – 531 162 (A.P.)

Ph: +91-8922-248001, 248002 Fax: + 91-8922-248011

E-mail: principal@raghuenggcollege.com website: www.raghuenggcollege.com

RAGHU ENGINEERING COLLEGE (AUTONOMOUS)

VISAKHAPATNAM

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INSTITUTE VISION

Envisioning to be a world class technical institution by synergizing quality education with ethical values.

INSTITUTE MISSION

- To encourage training and research in cutting-edge technologies.
- To develop and strengthen strategic links with the industry.
- To kindle the zeal among the students and promote their quest for academic excellence.
- To encourage extra-curricular activities along with good communication skills.

QUALITY POLICY

RAGHU Engineering College underscores ethical values along with innovative teaching through an interactive, activity-based pedagogy; establishes the best of infrastructural facilities, inculcates engineering temper among the students through the use of the latest Information and Communication Technologies, and strives for an efficient, responsive and transparent administration in all areas.



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Department of Computer Science and Engineering

VISION

To generate competent professionals to become part of the industry and research organizations at the national and international levels.

MISSION

To impart high quality professional training in undergraduate level with emphasis on basic principles of computer science and Engineering and to foster leading edge research in the fast-changing field.

To inculcate professional behavior, strong ethical values, innovative research capabilities and leadership abilities in the young minds so as to work with a commitment.

- M1: To impart high quality professional training at undergraduate level with emphasis on basic principles of computer science and Engineering and to foster leading edge research in the fast-changing field.
- M2: To inculcate innovative research capabilities and leadership abilities in the young minds so as to work with a commitment.
- M3: To inculcate professional behavior, strong ethical values in the young minds so as to work with a commitment.

PROGRAMME EDUCATIONAL OBJECTIVES(PEOs)

PEO 1: To produce graduates with a strong foundation in mathematics, science, engineering fundamentals, laboratory and work-based experiences to formulate and solve engineering problems in computer science engineering domains and shall have proficiency in implementation software tools and languages.

PEO 2: To progressively impart training to the students for success in various engineering positions within the core areas in computer science engineering, computational or adapting to the latest trends by learning themselves.

PEO 3: To produce graduates having the ability to pursue advanced higher studies and research. To have professional and communication skills to function as leaders and members of multidisciplinary teams in engineering and other industries with strong work ethics, organizational skills, teamwork, and understanding of the importance of being a thorough professional.



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MAPPING OF MISSION STATEMENTS WITH PEOs

MS/PEO	PEO 1	PEO 2	PEO 3
MS 1	3	2	2
MS 2	2	3	2
MS 3	2	2	3

1-Slight , 2- Moderate, 3- Substantial



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PROGRAM OUTCOMES	
Graduates of Computer Science and Engineering Will:	
PO 1	Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to solve complex engineering problems.
PO 2	Problem analysis: Identity, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
PO 3	Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for public health and safety and the cultural, societal, and environmental concerns.
PO 4	Conduct investigations of complex problems: Use research-based knowledge and research methods, including design of experiments, analysis, interpretation of data, and synthesis of the information to provide valid conclusions.
PO 5	Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools, including prediction and modeling to complex engineering activities with an understanding of the limitations.
PO 6	The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
PO 7	Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of and need for sustainable development.
PO 8	Ethics: Apply ethical principles and commit to professional ethics, responsibilities, and norms of the engineering practice.
PO 9	Individual and team work: Function effectively as an individual and as a member or leader in diverse teams and multidisciplinary settings.
PO 10	Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
PO 11	Project management and finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's work as a member and leader in a team, to manage projects and in multidisciplinary environments.
PO 12	Life-long learning: Recognize the need for, and have the preparation and ability to



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	engage in independent and life-long learning in the broadest context of technological change.
PROGRAM SPECIFIC OUTCOMES (PSOs)	
PSO 1: Apply the concepts and techniques of the Computer Science & Engineering branch and the Mathematical foundations in the significant domains to address the complex engineering problems.	
PSO 2: Employ emerging computer languages, computer networks, database management systems and platforms in developing innovative career prospects as an entrepreneur.	
PSO 3: Apply the knowledge of interdisciplinary skills, and domain-specific tools in working system processes to implement and deploy a quality-based software product to meet evolving needs.	

Mapping of PEOs with POs and PSOs

PEO/PO	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12	PSO-1	PSO-2	PSO-3
PEO 1	3	3	3	3	2	2	2	2		2		3	3	2	2
PEO 2	2	3	3	3	2	2	2	2	3	2	3	3	3	3	3
PEO 3	3	2	2	3	2	2	2	3	3	3	3	3	3	3	3

1-Slight , 2- Moderate, 3- Substantial

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23BS115 - UNIVERSAL HUMAN VALUES – UNDERSTANDING HARMONY AND ETHICAL HUMAN CONDUCT							
(Common to all branches (Civil, EEE, MECH, ECE, CSE, CSM, CSD, CSC, CSO))							
Programme	B.Tech	Sem	Category	L	T	P	Credit
Prerequisites	NILL	III	HSS	2	1		3
Course Objectives : <ol style="list-style-type: none"> To help the students appreciate the essential complementary between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature. 							
Course Contents:							
Unit-1	Introduction to Value Education:					Contact Hours: 6+3	
Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education) Understanding Value Education, self-exploration as the Process for Value Education, Continuous Happiness and Prosperity – the Basic Human Aspirations, Happiness and Prosperity – Current Scenario, Method to Fulfill the Basic Human Aspirations <ul style="list-style-type: none"> ➤ Practice Session 1: Sharing about Oneself ➤ Practice Session 2: Exploring Human Consciousness ➤ Practice Session 3: Exploring Natural Acceptance 							
Unit-2	Harmony in the Human Being					Contact Hours: 6+3	
Understanding Human being as the Co-existence of the self and the body - Distinguishing between the Needs of the self and the body - The body as an Instrument of the self - Understanding Harmony in the self - Harmony of the self with the body - Programme to ensure self-regulation and Health. <ul style="list-style-type: none"> ➤ Practice Session 4: Exploring the difference of Needs of self and body. ➤ Practice Session 5: Exploring Sources of Imagination in the self ➤ Practice Session 6: Exploring Harmony of self with the body 							
Unit-3	Harmony in the Family and Society:					Contact Hours: 6+3	
Harmony in the Family – the Basic Unit of Human Interaction - 'Trust' – the Foundational Value in Relationship. 'Respect' – as the Right Evaluation - Other Feelings, Justice in Human-to-Human							



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Relationship - Understanding Harmony in the Society. Vision for the Universal Human Order		
<ul style="list-style-type: none">➤ Practice Session 7: Exploring the Feeling of Trust➤ Practice Session 8: Exploring the Feeling of Respect➤ Practice Session 9: Exploring Systems to fulfill Human Goal		
Unit-4	Harmony in the Nature/Existence	Contact Hours: 4+2
Understanding Harmony in the Nature - Interconnectedness, self-regulation and Mutual Fulfillment among the Four Orders of Nature - Realizing Existence as Co-existence at All Levels -The Holistic Perception of Harmony in Existence.		
<ul style="list-style-type: none">➤ Practice Session 10: Exploring the Four Orders of Nature➤ Practice Session 11: Exploring Co-existence in Existence		
Unit-5	Implications of the Holistic Understanding – a Look at Professional Ethics	Contact Hours: 6+3
Natural Acceptance of Human Values - Definitiveness of (Ethical) Human Conduct - A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order - Competence in Professional Ethics - Holistic Technologies, Production Systems and Management Models-Typical Case Studies - Strategies for Transition towards Value-based Life and Profession.		
<ul style="list-style-type: none">➤ Practice Session 12: Exploring Ethical Human Conduct➤ Practice Session 13: Exploring Humanistic Models in Education➤ Practice Session 14: Exploring Steps of Transition towards Universal Human Order		
Total Hours: 42		
Text Books:		
1	R R Gaur, R Asthana, G P Bagaria, <i>A Foundation Course in Human Values and Professional Ethics</i> , 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-47-1	
2	R R Gaur, R Asthana, G P Bagaria, <i>Teachers' Manual for A Foundation Course in Human Values and Professional Ethics</i> , 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-53-2	
Reference Books:		
1	<i>Jeevan Vidya: Ek Parichaya</i> , A Nagaraj, Jeevan Vidya Prakashan, Amarkantak, 1999.	
2	<i>Human Values</i> , A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004.	
3	<i>The Story of Stuff</i> (Book).	
4	<i>Small is Beautiful</i> - E. F Schumacher.	
5	<i>Economy of Permanence</i> - J C Kumarappa	
Web References :		
1	https://www.youtube.com/c/UniversalHumanValues	



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CO 1	Understand and analyse the essentials of human values and skills, self-exploration, happiness and prosperity.	L2,L4
CO 2	Evaluate coexistence of the “I” with the body.	L5
CO 3	Identify and evaluate the role of harmony in family, society and universal order.	L3,L5
CO 4	Understand and associate the holistic perception of harmony at all levels of existence.	L2,L3
CO 5	Develop appropriate technologies and management patterns to create harmony in professional and personal lives.	L3,L6

CO – PO Mapping

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	-	-	1	2	2	2	-	-	2
CO2	-	-	-	-	-	1	1	2	1	-	-	2
CO3	-	-	-	-	-	2	2	3	1	-	-	2
CO4	-	-	-	-	-	2	2	3	2	-	-	2
CO5	-	-	-	-	-	2	2	3	-	-	-	2

(Signature)
Head of the Department
(Seal/Stamp)

(Signature)
Principal
(Seal/Stamp)